



New Hampshire
State Board of Education



Minimum Standards
For Public School Approval



2014

Governor of New Hampshire

Margaret Wood Hassan

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Title IV, VI, and VII of the Civil Rights Act of 1964 – race color, national origin
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Title IX of the Education Amendments of 1972 (Title IX) - sex
Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
The Americans with Disabilities Act of 1990 (ADA) - disability
NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above except Section 504:

Sheila Miller
ADA/Title IX Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743

Inquiries regarding Section 504 should be directed to:

Tina Greco
Section 504 Coordinator
NH Department of Education
21 S. Fruit Street
Concord, NH 03301-3860
(603) 271-3993

Complaints regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX, Section 504, and/or Title II of the ADA should be directed to:

Boston Office
Office for Civil Rights
U.S. Department of Education
9 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150; TDD: 877-521-2172

Inquiries concerning discrimination claims may also be directed to:

NH Commission for Human Rights
2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767

Equal Employment Opportunity Commission (EEOC)
1 Congress Street
Room 100 10th Floor
Boston, Mass 02114
Tel. (617) 565-3200

PART Ed 306 MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

- Section Ed 306.01 Applicability
- Section Ed 306.02 Definitions
- Section Ed 306.03 Statutory and Policy Requirements
- Section Ed 306.04 Policy Development
- Section Ed 306.05 School Philosophy, Goals, and Objectives
- Section Ed 306.06 Culture and Climate
- Section Ed 306.07 School Facilities
- Section Ed 306.08 Instructional Resources
- Section Ed 306.09 Custodial and Maintenance Services
- Section Ed 306.10 Administrative Support Services
- Section Ed 306.11 Food and Nutrition Services
- Section Ed 306.12 School Health Services
- Section Ed 306.13 RESERVE
- Section Ed 306.14 Basic Instructional Standards
- Section Ed 306.141 Basic Instructional Standards, July 1, 2015
- Section Ed 306.15 Provision of Staff and Staff Qualifications
- Section Ed 306.16 Professional Development
- Section Ed 306.17 Class Size
- Section Ed 306.18 School Year
- Section Ed 306.19 School Calendar
- Section Ed 306.20 Career and Technical Education Programs
- Section Ed 306.21 Alternative Programs
- Section Ed 306.22 Distance Education
- Section Ed 306.23 Statistical Reports; Accountability
- Section Ed 306.24 Assessment
- Section Ed 306.25 Comprehensive School Psychological Services
- Section Ed 306.26 Kindergarten – Grade 8 School Curriculum
- Section Ed 306.261 Kindergarten – Grade 8 School Curriculum, July 1, 2017
- Section Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program
- Section Ed 306.28 Approval Process
- Section Ed 306.29 Alternative Approval
- Section Ed 306.30 Delay in Full Compliance
- Section Ed 306.31 Arts Education Program
- Section Ed 306.311 Arts Education Program, July 1, 2015
- Section Ed 306.32 RESERVED
- Section Ed 306.33 Business Education Program
- Section Ed 306.34 Career and Technical Education Program
- Section Ed 306.35 Career Education Program
- Section Ed 306.36 RESERVED
- Section Ed 306.37 English/Language Arts and Reading Program
- Section Ed 306.371 English/Language Arts and Reading Program, July 1, 2015
- Section Ed 306.38 Family and Consumer Science Education Program
- Section Ed 306.39 School Counseling Program
- Section Ed 306.40 Health Education Program
- Section Ed 306.401 Health and Wellness Education Program, July 1, 2015
- Section Ed 306.41 Physical Education Program
- Section Ed 306.411 Physical Education Program, July 1, 2015
- Section Ed 306.42 Information and Communication Technologies Program

Section Ed 306.421 Information and Communication Technologies Program, July 1, 2015
Section Ed 306.43 Mathematics Program
Section Ed 306.431 Mathematics Program, July 1, 2015
Section Ed 306.44 RESERVED
Section Ed 306.45 Science Education Program
Section Ed 306.451 Science Education Program, July 1, 2015
Section Ed 306.46 Social Studies Program
Section Ed 306.461 Social Studies Program, July 1, 2015
Section Ed 306.47 Technology/Engineering Education Program
Section Ed 306.471 Technology/Pre-engineering Education Program, July 1, 2015
Section Ed 306.48 World Languages Program
Section Ed 306.481 World Languages Program, July 1, 2015

*RSA 193-E-b,I(a)(11) Minimum credits required for a high school diploma as set forth in Ed 306.27(k) and (t).

Ed 306.01 Applicability. In order to be an approved school, public schools and public academies shall meet the applicable criteria established in these standards:

(a) Except as provided in (b) below, a public school shall be approved as an elementary school if it contains any of the grades kindergarten through 8 and meets the rules applicable to all schools and to each elementary school;

(b) As determined by vote of the local school board, any combination of the grades 4 through 8 may be organized as a public middle school, and so approved if it meets the rules applicable to all middle schools; and

(c) A public school or a public academy shall be approved as a high school if it contains any of the grades 9 through 12 and meets the rules applicable to all schools and to each high school.

Ed 306.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

(a) “Acknowledgement of achievement” means when a student has demonstrated achievement of district competencies and or graduation competencies consistent with RSA 193-C:3;

(b) “Career and technical education” means organized educational activities that:

(1) Offer a sequence of courses that:

a. Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

b. Provides technical skill proficiency, an industry- recognized credential, a certificate, or an associate degree; and

c. Might include prerequisite courses, other than a remedial course; and

(2) Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

(c) “College and career readiness” means alignment with the knowledge, skills, and work-study practices students will need to enter and succeed in postsecondary opportunities – whether college or career;

(d) “Competencies” means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies;

(e) “Credit” means the record keeping structure that is awarded to a student who demonstrated achievement of graduation competencies organized around the specific credit;

(f) “Department” means the New Hampshire department of education;

(g) “District competencies” mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies;

(h) “Educator” means any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:39. The term includes administrators, specialists, and teachers;

(i) “Extended learning” means the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to:

- (1) Independent study;
- (2) Private instruction;
- (3) Performing groups;
- (4) Internships;
- (5) Community service;
- (6) Apprenticeships; and
- (7) Online courses;

(j) “Graduation competencies” means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school;

(k) “Instructional time” means the period of time during which pupils are actively working toward achieving educational objectives under the supervision of an educator or other staff member;

(l) “Mastery” means a high level of demonstrated proficiency with regard to a competency;

(m) “Nutrient dense foods” means those foods that provide substantial amounts of vitamins and minerals and relatively fewer calories as identified and defined by 7CFR Part 210.10;

(n) “Nutrient density of foods” means the amount of a specific nutrient in a food per 100 calories of that food as defined in 7 CFR Part 210.11;

(o) “Nutrient targets” means the specific number and types of food that a student selects. The targets are the scientific bases of the standards for menu planning. Targets provide the foundation for setting meal requirements which encompass meal patterns and other specifications for school menu planning purposes;

(p) “Personalized learning” means a process which connects learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;

(q) “Portion size” means the amount of food that will ensure each serving will be the appropriate size and that a recipe will produce the expected number of servings; and

(r) “Work study practices” means those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.

Ed 306.03 Statutory and Policy Requirements.

(a) The local school board shall be responsible for obtaining an up to date copy of state education laws, one copy of which shall be distributed free of charge to each school administrative unit by the department, and maintaining an up to date copy of the rules of the board in the New Hampshire Code of Administrative Rules.

(b) In order for a school to be an approved school under these rules, the school board shall comply with all applicable laws and rules set forth in the publications enumerated in (a) above.

Ed 306.04 Policy Development.

(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:

- (1) Absenteeism and attendance;
- (2) Promoting school safety;
- (3) Discipline;
- (4) Records retention, including electronic files;
- (5) Character and citizenship;
- (6) Meeting the instructional needs of each individual student;
- (7) Student hazing;
- (8) Student harassment, including bullying, as required by RSA 193-F;
- (9) Sexual harassment, as detailed in Ed 303.01(j) and (k);
- (10) Reporting of suspected abuse or neglect;
- (11) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships;
- (12) Distance education, if the district chooses to offer distance education as provided in Ed 306.22;
- (13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1,(h) **until July 1, 2015;**

- (14) Providing alternative means of demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education **no later than July 1, 2015** to meet the requirements of RSA 193:1,(h);
- (15) How a credit can be earned, as provided in Ed 306.27(e) **until July 1, 2015**;
- (16) How a credit used to track achievement of graduation competencies can be earned **no later than July 1, 2015**, as provided in Ed 306.27(e);
- (17) Recommending developmentally appropriate daily physical activity and exercise;
- (18) Behavior management and intervention for students;
- (19) Homeless students;
- (20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;
- (21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;
- (22) Meeting the special physical health needs of students;
- (23) Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools throughout all school buildings during the school day;
- (24) Air quality in school buildings as required by RSA 200:48;
- (25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas **no later than July 1, 2015** as follows;
 - a. Arts education;
 - b. Information and communication technologies;
 - c. English;
 - d. Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;
 - e. Physical sciences;
 - f. Biological sciences;
 - g. US and NH History;

- h. US and NH government/civics;
- i. Economics, including personal finance;
- j. World history, global studies, or geography;
- k. Health education; and
- l. Physical education; and

(26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation **no later than July 1, 2015** that encompass multiple content areas outlining the knowledge, skills and work-study practices necessary for success in colleges and careers.

(b) The policies and procedures required by (a) above shall apply to each school except that (13)-(16),(25) and (26) shall not apply to elementary or middle schools.

(c) The policy relative to absenteeism and attendance shall specify procedures for the accountability and supervision of students. The policy relative to absenteeism shall not penalize students who miss class or a required school event because of a school scheduling conflict. Districts shall implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school.

(d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:

- (1) On school buses and on the school grounds, including playgrounds;
- (2) During authorized school activities, such as field trips;
- (3) Within the school building, including classrooms and laboratories;
- (4) Off school grounds during school-sanctioned activities, including, but not limited to, work-based learning and internships;
- (5) In the use of online resources; and
- (6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.

(e) Educators shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school.

(f) The policy relative to student discipline shall:

- (1) Include provisions regarding:
 - a. Student rights and responsibilities;

- b. Rules of conduct; and
 - c. Penalties for misbehavior;
- (2) Be written in age-appropriate language;
 - (3) Be disseminated to parents and guardians; and
 - (4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.

(g) The local school board shall review with the superintendent or chief administering officer the conditions and methods for suspension and expulsion of students developed and implemented by the superintendent or chief administering officer and the local school board in accordance with RSA 193:13. The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other school personnel informed about school rules. Such information shall be readily available.

(h) The policy relative to records retention, including electronic files, disposition, and access shall require that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. A schedule for the retention and disposition of original records and information shall be established in accordance with RSA 189:29-a. Access to all student records and information shall be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," 20 U.S.C. § 1232g, and RSA 91-A, Access to Public Records.

(i) The policy relative to character and citizenship development shall:

(1) Include those elements of character and citizenship to be incorporated in courses of study or instilled, by example, in a caring educational environment, including but not limited to:

- a. Self-discipline, self-respect, and self-control;
- b. Pursuant to Part Second, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;
- c. Fairness, integrity, and justice;
- d. Respect, courtesy, and human worth;
- e. Responsibility to oneself and others;
- f. Community service; and
- g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and

(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.

(j) The policy relative to meeting the instructional needs of each student shall require administrators and educators to consider students' differing talents, interests, and development when planning the educational programs specified in Ed 306.

(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:

(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;

(2) Schools shall provide parent educational activities throughout the school year to help parents support their children's learning;

(3) Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board and in accordance with district and graduation competencies, and academic opportunities, using both print and online formats;

(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;

(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;

(6) Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and

(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.

(l) The policy relative to developmentally appropriate daily physical activity pursuant to Ed 310 shall recommend that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The developmentally appropriate daily physical activity policy shall be in addition to and shall not replace the physical education program requirement in Ed 306.41.

Ed 306.05 School Philosophy, Goals, and Objectives. The local school board shall direct each school in its district to adopt a written philosophy and a statement of goals and objectives consistent with the rules of the state board of education. Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.

Ed 306.06 Culture and Climate.

(a) The school policies adopted by the local school board

(1) The acknowledgement of diversity and respect for differences;

- (2) Shared ownership and responsibility for the success of the school among students, their families, and the community;
 - (3) Student leadership through involvement in decision-making; and
 - (4) Respectful use of language and behavior by all school members that is void of ethnic, racial, and sexual stereotypes and biases.
- (b) The school administration and staff shall:
- (1) Review ways in which equity gaps in achievement can be reduced and barriers to learning can be eliminated; and
 - (2) Work together to establish a fair and equitable code of discipline that is fairly and consistently implemented which supports students' understanding of the importance of norms, rules, and expectations for behavior.
- (c) The school administration shall provide professional development opportunities directed at understanding the policies and reporting requirements that support a safe and healthy school environment.

Ed 306.07 School Facilities. The local school board shall:

- (a) Require that the facilities for each school provide the following:
- (1) Consistent with RSA 189:24, a clean, healthy, and safe learning environment for all areas of the school building, grounds, and school-related activities;
 - (2) Lighting in compliance with the state building code as provided in RSA 155-A;
 - (3) Exhaust and outdoor air ventilation, proper temperature and humidity conditions in compliance with the state building code as provided in RSA 155-A; and
 - (4) Policy and procedures to comply with RSA 200:48 to minimize pollution caused by idling motor vehicles and an annual evaluation of potential causes of poor indoor air quality utilizing a checklist provided by the department; and
- (b) With regard to school facilities:
- (1) Customize classrooms and other school-related environments to the needs of different content areas. Any lack of specialized spaces for arts, science, technology education and similar requirements shall be addressed as part of the next construction project at the school that receives school building aid under RSA 198:15-a;
 - (2) Provide for accessibility for students with disabilities;
 - (3) Demonstrate compliance with Saf-C 6000 through completion of a life safety inspection by the local fire department or other authority having jurisdiction as required by RSA 153:14;

(4) Document compliance with regulations relating to school building, sanitation, sewage disposal, water supply, and other matter affecting public health through inspection by the local health officer, other authority having jurisdiction, or an individual, if no municipal officer is available who has received a master's degree in public health; and

(5) Demonstrate compliance for all furniture and electrical appliances approved by the school administration and comply with requirements of the state fire code, Saf-C 6000.

Ed 306.08 Instructional Resources.

(a) The local school board shall require that each school:

(1) Provides a developmentally appropriate collection of instructional resources, including online and print materials, equipment, and instructional technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of the total school population;

(2) Provides that instructional resources are, as appropriate:

a. Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2005 update as referenced in Appendix II;

b. Organized to make them accessible to students and staff;

c. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and

d. Utilize community resources;

(3) Provides instructional resources to all students and staff from designated space(s) in each school, including:

a. Ready access to instructional resources, including those available online or through interlibrary loan;

b. Instruction in:

1. Accessing information efficiently and effectively;

2. Evaluating information and sources critically and competently;

3. Citing sources and not plagiarizing;

4. Using information accurately and creatively;

5. Pursuing information related to personal interests;

6. Appreciating literature and other creative expressions of information;

7. Striving for excellence in information-seeking and knowledge generation;
8. Recognizing the importance of information to a democratic society;
9. Practicing ethical behavior in regard to information and information technology; and
10. Participating effectively in groups to pursue and generate information; and

c. Activities to promote the development of reading, viewing, and listening skills; and

(4) Implements a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instructional resources necessary to support the needs of the user population and the curriculum.

(b) At a minimum, the plan implemented under (a)(4) above shall:

(1) Provide an analysis and assessment of the present instructional resources based on:

- a. The needs of the user population and the curriculum;
- b. Accessibility of instructional resources to all students and staff;
- c. Strengths and weaknesses of the present instructional resources; and
- d. Resources available within the district, the local community, and beyond;

(2) Reflect developing instructional technologies; and

(3) Establish priorities, criteria, timelines, and procedures for the selection, acquisition, maintenance, and replacement of instructional resources which shall include but not be limited to:

- a. Online materials;
- b. Print materials;
- c. Equipment; and
- d. Instructional technologies.

Ed 306.09 Custodial and Maintenance Services.

(a) The local school board shall provide for each school such custodial services as are necessary to ensure a clean, sanitary, and safe physical plant and grounds. The school plant shall be cleaned on a daily basis when school is in session. School repairs and maintenance shall be performed on a regular basis.

(b) All school staff, including custodians, maintenance workers, food service workers, educators, support staff, and administrators shall receive training on their roles in maintaining clean, healthy school facilities and the importance of quality indoor air; and

(c) Schools shall minimize the use of toxic chemicals for cleaning and pest control. Staff shall not be permitted to bring cleaning products or pesticides into a school without approval from the school administration.

Ed 306.10 Administrative Support Services. The local school board shall provide for each school staff to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations.

Ed 306.11 Food and Nutrition Services.

(a) The local school board shall:

(1) Require that each school makes a meal available during school hours to every student under its jurisdiction, in accordance with RSA 189:11-a, I-II;

(2) Provide a qualified individual, such as, but not limited to, a school nutrition/food service director, to oversee the operation of school meals, to maintain proper resources that meet state and federal regulations, and maintain state health requirements for each school site within the district; and

(3) Require that each newly-constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).

(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.

(c) If a school nutrition/food service director is employed, each food service director shall, whenever feasible, obtain certification or credentials from an approved program, including but not limited to School Nutrition Association (SNA) certification, within the first 5 years of employment.

(d) Students shall be provided with an adequate time to consume meals in each elementary school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

(e) Students shall be provided with an adequate time to consume meals in each middle and high school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

(f) If a waiver is granted pursuant to (a)(1) above due to inadequate space, the school district shall make provisions in the next school physical plant expansion provisions to house a food service preparation and consumption area that is in compliance with Ed 321.12(d).

(g) The policy relative to distribution of healthy foods and beverages that create a healthy environment required by Ed 306.04(a)(21) shall include:

(1) Standards for nutrient dense foods and beverages for learning level needs of elementary, middle and high school as identified and defined by 7CFR Part 210.10;

- (2) Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;
- (3) Nutrition targets for foods and beverages made available outside the federally regulated school meals program. The targets shall follow those developed by a nationally recognized research-based organization, such as but not limited to USDA, or as determined by the department to have standards equivalent to the USDA;
- (4) Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards; and
- (5) Annual communication information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students.

(h) Any school in (g)(3) choosing a standard for foods available at school which is not consistent with the USDA standard for Child Nutrition Programs, shall request a waiver from the bureau of nutrition programs and services. The bureau shall evaluate the alternative standards and shall grant the waiver if the alternative standards are determined to be equivalent to the nutrition standards of 7 CFR Part 210.

Ed 306.12 School Health Services.

(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C, RSA 200:26-41, and RSA 326-B, the local school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.

(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B. Each licensed practical nurse or certified nursing assistant employed by a school district shall hold such current certification under RSA 326-B. If a school nurse or licensed practical nurse is not available to a school for any reason, at least one other person who has a current first aid and cardiopulmonary certification (CPR) certification shall be available.

Ed 306.13 Reserve.

Ed 306.14 Basic Instructional Standards.

(a) This section shall apply until July 1, 2015.

(b) The local school board shall require that each school has an instructional program which includes the following:

- (1) A policy on homework, including its relationship to the grading system;
- (2) An organized plan for recording student progress in meeting program objectives;
- (3) A policy for promoting students from one grade level to another;

- (4) Instructional materials and resources matched to the appropriate skill levels of students;
- (5) A policy for the awarding of credit for required subjects and open electives;
- (6) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, and
- (7) A policy encouraging students to have a plan for summer activities that support student learning.

Ed 306.141 Basic Instructional Standards, July 1, 2015.

(a) The local school board shall require **no later than July 1, 2015** that each school has an instructional program which includes the following:

- (1) A policy on homework, including its relationship to the grading system;
- (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;
- (3) A policy for promoting students from one learning level to another based on achievement of district competencies in alignment with RSA 193-C:3
- (4) Instructional materials and resources matched to the appropriate skill levels of students;
- (5) A policy that outlines how information and communication technologies literacy (ICT) will be integrated in a developmentally appropriate manner across K-12 instruction, and how the district and or graduation competencies associated with ICT will be assessed either alone or in combination with other district and or graduation competencies and assessments.
- (6) A policy outlining how students will demonstrate achievement of district and graduation competencies including the awarding of credit for required subjects and open electives;
- (7) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, dual enrollment in college courses; and
- (8) A policy encouraging students to have a plan for summer activities that support student learning.

(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193-C:3.

Ed 306.15 Provision of Staff and Staff Qualifications.

(a) To carry out the educational program established by these rules and local school board policy, the local school board shall require that each school provides:

- (1) The services of a certified principal, a certified library media specialist and a certified guidance counselor(s);
 - (2) For the hiring and training of educators certified under Ed 500 to teach classes and or courses in their certified content area;
 - (3) In each elementary school, the services of a reading specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.37(a);
 - (4) In each middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and
 - (5) Educators, including art, music, health, and physical education teachers, in accordance with class size requirements in Ed 306.17.
- (b) The local school board shall require that in carrying out the school counseling program established by Ed 306.39:
- (1) The counseling load in each elementary school shall not exceed the equivalent of one full-time certified school counselor per 500 students enrolled;
 - (2) The counseling load in each middle school and each high school shall not exceed the equivalent of one full time certified school counselor per 300 students enrolled;
 - (3) High schools with more than 4 school counselors shall provide a high school level certified director of school counseling to coordinate the implementation of the school counseling program plan and policy, unless (4) below applies; and
 - (4) District level certified directors of school counseling to coordinate k-12 implementation of the school counseling program plan and policy shall be provided in districts where the number of school counselors across all schools exceeds 10.
- (c) The local school board shall require that each school with an enrollment of 500 or more students provides the services of an associate principal or 2 or more persons with administrative certification under Ed 506 who together act as a full-time equivalent to carry out administrative duties assigned by the superintendent in accordance with local school board policy.
- (d) The local school board may provide for each school the services of additional staff to facilitate the use of the instructional resources described in Ed 306.08 and the technological resources needed to facilitate the information and communication technologies program described in Ed 306.42.
- (e) Pursuant to RSA 189:24 and in accordance with Ed 500 and Ed 600, the local school board shall require that each professional staff member is certified for assignment by the department.
- (f) In accordance with Ed 509, the local school board shall require that each professional staff member shall improve the content knowledge and teaching skills through participation in a local professional development plan.

(g) An educator with sufficient content knowledge as determined by the school principal may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual's weekly work time and be reviewed on an annual basis to insure that the individual has the appropriate level of content knowledge.

Ed 306.16 Professional Development. In accordance with Ed 512:

(a) The local school board shall require:

- (1) That each professional and paraeducator staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;
- (2) That the goals in the professional development master plan align with the district/school improvement goals;
- (3) That the professional development master plan guides each professional staff member's individual professional development plan in its design, implementation, and evaluation; and
- (4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and

(b) The school administration shall require that:

- (1) Each certified educator's individual professional development plan required under Ed 512.03 is aligned with the professional development master plan;
- (2) The professional development activities included in the professional development master plan are designed to improve professional knowledge, as measured in its success in meeting students' needs and improving students' learning; and
- (3) The professional development activities included in the local professional development master plan under Ed 512.02(c)(7):

a. Are:

1. Student focused;
2. Data driven;
3. Research based;
4. Intensive; and
5. Sustained; and

b. Include:

1. Job-embedded activities;

2. Research;
3. Collaboration;
4. Practice; and
5. Reflection.

Ed 306.17 Class Size.

- (a) Class size for instructional purposes, in each school shall be:
 - (1) Kindergarten – grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator;
 - (2) Grades 3 – 5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and
 - (3) Middle and senior high school, 30 students or fewer per educator.
- (b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films.
- (c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education shall be determined by the number of work stations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24.

Ed 306.18 School Year.

- (a) Pursuant to RSA 189:1 and RSA 189:24 each school district shall maintain a school year as provided below:
 - (1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;
 - (2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;
 - (3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;
 - (4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies.

Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as but not limited to substantial building damage;

(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

a. On that day, the school would normally have had at least 5.25 hours of instructional time; and

b. The school remained open for at least 3.5 hours of instructional time;

(6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and

(7) A school district may submit a plan to the commissioner that will allow schools to conduct instruction remotely for up to 5 days per year when the school has been closed due to inclement weather or other emergency. The plan shall include procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work. There shall be an assessment of all student work for the day. At least 80 percent of students shall participate for the day to count as a school day.

(b) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(c) The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

Ed 306.19 School Calendar. Each school shall maintain a school calendar.

Ed 306.20 Career and Technical Education Programs

(a) Career and technical education programs (CTE), as defined in Ed 306.02(b), shall be available to meet specific educational, district and graduation requirements, as outlined below:

(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed 1402, and shall be included in the regional agreement established pursuant to Ed 1402.01; and

(2) Every public high school shall make students aware of programs available at the regional CTE center.

(b) Receiving districts shall strive to make space available to every qualified student in the region who desires to participate in a program at the CTE center, in accordance with the formula for participation prescribed in, or as a result of, the respective regional agreement.

(c) Every public high school student shall have access to programs at the regional CTE center subject to attainment of prerequisites and space availability within the program in a the CTE center, and sending school budget restrictions.

(d) Prerequisites shall include requirements to ensure:

- (1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;
- (2) Seamless transition into postsecondary institutions; and
- (3) Employment preparedness;

(e) Prerequisites shall have a direct and necessary relationship to the CTE program.

Ed 306.21 Alternative Programs.

(a) “Alternative program” means the regular delivery of the majority of a student’s instruction through classroom or other methods designed to address the needs of individual students or particular groups of students that might be different from the methods of instruction used by the standard schools of the district.

(b) An alternative program may be housed in the same facility as a standard school or at a different location.

(c) An alternative program shall be:

- (1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention; and
- (2) Approved by the local school board in a plan that:
 - a. States the goals of the program and curriculum to be provided;
 - b. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3,III;
 - c. Specifies when the program would be offered, which may be at a time other than during the regular school day;
 - d. Demonstrates how the alternative program will enable the participating students to achieve the same district and graduation competencies outlined for all students and consistent with RSA 193-C:3; and

- e. Explicitly detail how extended learning opportunities will be incorporated as a learning option for all students.
- (d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.
- (e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:
 - (1) A copy of the local school board's approval, including the plan submitted;
 - (2) The location of the alternative program; and
 - (3) Copies of inspection reports from the municipal health officer and fire department if the alternative program is to be housed in a building other than an approved school.
- (f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.
- (g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.
- (h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.
- (i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.
- (j) The school year for alternative programs shall meet the requirements of Ed 306.18.
- (k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).
- (l) Alternative programs which are supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.
- (m) Alternative programs which are supervised by a district level administrator shall be considered a separate school of the district for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.

Ed 306.22 Distance Education.

- (a) In this section, "distance education" means correspondence, video-based, internet-based, and online courses.
- (b) If a district chooses to offer distance education, the provisions of (c) - (f) below shall apply.
- (c) The local school board shall be responsible for:

- (1) The approval, coordination, and supervision of distance education courses offered for instructional purposes or high school credit, or both, in the district; and
 - (2) Identifying district and graduation competencies to be achieved and demonstrated through the distance education opportunity and acknowledging student achievement of these competencies.
- (d) School districts may cooperate to share delivery of distance education courses.
- (e) The local school board shall adopt policies relative to all distance education courses offered by the school district to require that:
- (1) The courses comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video;
 - (2) Courses require students to meet similar district and graduation competencies as required by the school for students enrolled in similar courses offered by the school;
 - (3) Only students approved by the school principal or designee shall be eligible to receive acknowledgement of achievement for distance education courses; and
 - (4) Students earning acknowledgement of achievement for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program.
- (f) The local school board shall adopt policies relative to all distance education courses offered by the school district relative to:
- (1) The number of students an educator might be required to supervise;
 - (2) Monitoring of student progress, grading of assignments, and testing;
 - (3) Security of individual student records, provided that no individual student records obtained through participation in distance education courses shall be used for any purposes other than those that support the instruction of the individual student; and
 - (4) Gathering and disseminating of district-level aggregated data obtained through participation in distance education courses.

Ed 306.23 Statistical Reports; Accountability.

- (a) Each school district shall establish a local education accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability. The department shall integrate its accountability system with local accountability systems so as to allow for comparison and analysis of such data.
- (b) Each district shall file statistical reports with the department as required under RSA 189:28. A request from a district to the department for statistical data needed by a district for filing a statistical report shall be submitted to the department at least 60 days before the district's report is due.

(c) Each school district required under RSA 193-H:4 to create a local education improvement plan shall file such a plan with the department within 90 days of being found to be in need of improvement under RSA 193-H:3. The plan shall be aligned to meet state goals and student performance indicators.

Ed 306.24 Assessment.

(a) The local school board shall require that each school:

- (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards as provided in (b) below;
- (2) Participates in the state-wide education improvement and assessment program as provided in (c) below;
- (3) Participates in the New Hampshire performance assessments;
- (4) When selected by the United States Department of Education, National Center for Education Statistics participates in the National Assessment of Education Progress (NAEP); and
- (5) Supports student development of individual student digital portfolios.

(b) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:

- (1) The school has a process for the selection, use, and interpretation of local assessment instruments;
- (2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:
 - a. Educator observation of project-based learning, including off-site learning projects;
 - b. Competency-based or performance based assessments;
 - c. Educator observations of student performance; and
 - d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments;
- (3) The school provides professional development for educators in the use of diagnostic tools to adjust instruction to meet personalized needs of students and to monitor progress; and
- (4) The school has a systematic process for collecting and analyzing assessment data to:
 - a. Identify needs for improvement; and

b. Determine the effectiveness of educational programs in meeting student performance goals.

(c) Each school shall maintain the following as evidence of participation in the state-wide education improvement and assessment program established under RSA 193-C:

(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:

- a. Students in major racial and ethnic groups;
- b. Students with disabilities;
- c. Economically disadvantaged students; and
- d. Students with limited English proficiency;

(2) Procedures for test security and the accurate inclusion of student data; and

(3) Procedures by which assessment results are communicated to:

- a. Parents;
- b. Faculty; and
- c. The community.

(d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with each of their students' teachers about their student's performance at least once during each school year.

Ed 306.25 Comprehensive School Psychological Services

(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b) – (e) below shall apply. Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.

(b) Employing school districts shall require that school psychological services are provided by certified school psychologists in a coordinated, organized fashion, and are deployed in a manner that results in the provision of a comprehensive continuum of services. Comprehensive school psychological services shall be based on this section and The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010 as referenced in Appendix II.

(c) The school psychologist shall provide comprehensive psychological services throughout various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:

- (1) Data-based decision making and accountability methods that use psycho-educational assessment results, data collection strategies, and technology resources to design and implement services and programs and to evaluate outcomes;
- (2) Consultation, collaboration, and communication with educators, families, health care professionals including mental health, social services and other systems to promote effective and coordinated implementation of services;
- (3) Interventions and instructional supports to develop academic skills, incorporating available research and assessment data to develop and implement evidence based instructional strategies designed to support students' cognitive and academic skills;
- (4) Interventions and mental health services to develop social and life skills in collaboration with others, using assessment and data collection methods to implement and evaluate developmentally appropriate services that support socialization, learning, and mental health;
- (5) School-wide practices to promote learning, developing and implementing evidence-based practices and strategies to create and maintain effective and supportive learning environments for children and others, including multi-tiered systems, to support students' academic, social, emotional, and behavioral goals;
- (6) Preventative and responsive services employing theories and research related to resilience, risk factors, and multi-tiered prevention, to support evidence based strategies for effective counseling, crisis response, and behavioral intervention;
- (7) Family-school collaboration services to facilitate and provide effective collaborative partnerships between families and schools that support children's learning and mental health utilizing a strength-based, culturally sensitive approach;
- (8) Diversity in development and learning to provide professional services that promote effective functioning for individuals, families and schools with diverse characteristics, cultures and backgrounds, across multiple contexts;
- (9) Research and program evaluation to support educational decision-making and evaluate programs; and
- (10) Legal, ethical, and professional practice consistent with legal requirements and ethical and professional standards including the NASP Principles of Professional Ethics (2010) as referenced in Appendix II.

(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.

(e) Employing school districts shall insure that an effective program of supervision and evaluation of school psychological services exists. School psychologists in cooperation with their

employing districts or agencies, shall be responsible for the overall development, implementation and professional supervision of school psychological service programs.

(f) Professional supervision shall be available to all school psychologists to an extent sufficient to ensure the provision of effective and accountable services. Beginning school psychologists in their first year of employment as a school psychologist shall receive a minimum of one hour of face-to-face supervision contact per week. Supervisors shall meet Ed 500 requirements for certification as a school psychologist and have at least 3 years of professional experience as a school psychologist in a school system.

(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law.

Ed 306.26 Kindergarten – Grade 8 School Curriculum.

(a) This section shall apply until July 1, 2017.

(b) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades K-8, at all grade levels in the school:

- (1) For the elementary grades K-8, where no middle school has been established by vote of the local school board:
 - a. Ed 306.31, relative to arts education;
 - b. Ed 306.37, relative to English/language arts and reading program;
 - c. Ed 306.40, relative to health education program;
 - d. Ed 306.41, relative to physical education program;
 - e. Ed 306.42, relative to information & communication technologies program;
 - f. Ed 306.43, relative to mathematics program;
 - g. Ed 306.45, relative to science education; and
 - h. Ed 306.46, relative to social studies program; and

(2) For middle school:

- a. Ed 306.31, relative to arts education;
- b. Ed 306.37, relative to English/language arts and reading program;
- c. Ed 306.38, relative to family and consumer science education
- d. Ed 306.40, relative to health education program;
- e. Ed 306.41, relative to physical education program;
- f. Ed 306.42, relative to information & communication technologies program;
- g. Ed 306.43, relative to mathematics program;
- h. Ed 306.45, relative to science education;
- i. Ed 306.46, relative to social studies program; and
- j. Ed 306.47, relative to technology education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a cocurricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants credits to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates content requirements consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

(1) Consist of activities designed to:

- a. Provide credit or supplement regular academic courses; and
- b. Promote the schools and individual students' educational goals and objectives;

(2) Be governed by a policy adopted by the local school board that:

- a. Provides for the administration and supervision of the program;
- b. Encourages that certified school personnel oversee an individual student's program;
- c. Requires that each extended learning proposal meet rigorous measurable standards, and be approved by the school prior to its beginning;
- d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and

- e. Requires that credit for an extended learning activity can only be approved by certified educators;
- (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;
- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

Ed 306.261 Kindergarten – Grade 8 School Curriculum, July 1, 2015.

- (a) The local school board shall require **no later than July 1, 2017** that in each school there is:
 - (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the K-8 program in compliance with RSA 193-C:3,III; and
 - (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.
- (b) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades K-8, at all learning levels in the school:
 - (1) For the elementary grades K-8, where no middle school has been established by vote of the local school board:
 - a. Ed 306.31, relative to arts education;
 - b. Ed 306.37, relative to English/language arts and reading program;
 - c. Ed 306.40, relative to health education program;
 - d. Ed 306.41, relative to physical education program;
 - e. Ed 306.42, relative to information & communication technologies program;
 - f. Ed 306.43, relative to mathematics program;

g. Ed 306.45, relative to science education; and

h. Ed 306.46, relative to social studies program; and

(2) For middle school:

a. Ed 306.31, relative to arts education;

b. Ed 306.37, relative to English/language arts and reading program;

c. Ed 306.40, relative to health education program;

d. Ed 306.41, relative to physical education program;

e. Ed 306.38, relative to family and consumer science education

f. Ed 306.42, relative to information & communication technologies program;

g. Ed 306.43, relative to mathematics program;

h. Ed 306.45, relative to science education;

i. Ed 306.46, relative to social studies program; and

j. Ed 306.47, relative to technology/preengineering education.

(c) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(d) If a cocurricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(e) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(f) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

(1) Consist of activities designed to:

a. Provide credit or supplement regular academic courses; and

b. Promote the schools and individual students' educational goals and objectives;

- (2) Be governed by a policy adopted by the local school board that:
 - a. Provides for the administration and supervision of the program;
 - b. Outlines how certified school personnel oversee an individual student's program;
 - c. Requires that each extended learning proposal meet rigorous measurable standards, and be approved by the school prior to its beginning;
 - d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
 - e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;
- (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;
- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require that **no later than July 1, 2016** the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3,III.

(b) The required curriculum content shall comply with the following:

- (1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;
- (2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;
- (3) The instructional program shall include:
 - a. Procedures for diagnosing learner needs;
 - b. Methods and strategies for teaching that incorporate learner needs;
 - c. Resource-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and

e. The provision of remedial instruction as needed;

(4) Districts shall develop local policies that identify how the district shall engage students in creating, and support extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

(5) The extended learning opportunities in (4) above shall:

a. Consist of activities designed to:

1. Provide acknowledgement of achievement or supplement regular academic courses; and
2. Promote the schools and individual students' educational goals and objectives;

b. Be governed by a policy adopted by the local school board that:

1. Provides for the administration and supervision of the program;
2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

d. Be available to all students; and

(6) A cocurricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

- b. Performing groups;
- c. Academic clubs and societies;
- d. Student government;
- e. Activities and services that afford students with disabilities an equal opportunity to participate; and
- f. Any other activities that:
 - 1. Supplement and enrich regular academic courses;
 - 2. Provide opportunities for social development;
 - 3. Encourage participation in the arts, athletics, and other cooperative groups; and
 - 4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

- (1) Ed 306.31, relative to arts education;
- (2) Ed 306.33, relative to business education;
- (3) Ed 306.34, relative to career and technical education;
- (4) Ed 306.35, relative to career education;
- (5) Ed 306.37, relative to English/language arts and reading program;
- (6) Ed 306.38, relative to family and consumer science education;
- (7) Ed 306.39, relative to school counseling program;
- (8) Ed 306.40, relative to health education program;
- (9) Ed 306.41, relative to physical education program;
- (10) Ed 306.42, relative to information and communication technologies program;
- (11) Ed 306.43, relative to mathematics program;
- (12) Ed 306.45, relative to science education;
- (13) Ed 306.46, relative to social studies program;
- (14) Ed 306.47, relative to Technology preengineering education;

(15) Ed 306.48, relative to world languages program; and

(16) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and skills on a placement pre-test developed by the local school district for a particular course, the student shall receive acknowledgement of achievement of the district competencies contained within the course, and shall be allowed to take a more advanced level of the subject or an elective.

(e) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(f) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(g) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(h) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(i) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(j) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

*(k) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(l) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as

shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;

- (2) Each high school may use any relevant title to identify a particular course;
- (3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;
- (4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;
- (5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Information and communication technologies	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students are not required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);

d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and

e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(1)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(m) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(n) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(o) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(p) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23,II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(q) The awarding of different types of diplomas shall be governed by the following:

- (1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;
 - (2) A school may award a special diploma that recognizes academic achievement;
 - (3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and
 - (4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.
- (r) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.
- (s) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.
- *(t) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(u) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district **no later than July 1, 2015:**

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(v) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(w) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(x) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.

(y) The graduation competencies in information and communications technologies education shall be met by either:

- (1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in information and communications technologies education at the high school level through which a student can achieve and demonstrate appropriate graduation competencies.

(z) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(aa) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and

(2) The high school principal may approve a particular interdisciplinary course if he/she determines that:

a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ab) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ac) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (t) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(ad) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation

competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(ae) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(af) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

- (1) Such action is in the best interests of the student; and
- (2) At least one of the following circumstances exists:
 - a. The student has a debilitating illness which limits school attendance;
 - b. The student has a physical disability which precludes participation in physical education;
 - c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
 - d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c.

(ag) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

Ed 306.28 Approval Process.

- (a) Pursuant to RSA 186:8, I, and RSA 21-N:6, V, the department shall administer Ed 306.
- (b) The following school approval categories shall apply to the administration of Ed 306:
 - (1) Approved for a 5 year period provided that a school meets and continues to meet all requirements of Ed 306;
 - (2) Conditionally approved; and
 - (3) Unapproved.
- (c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:
 - (1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and
 - (2) The department shall work with the school officials and the local school board toward correcting all deficiencies.

(d) A conditionally approved school which fails to meet the requirements of an approved school within 3 consecutive school years shall be designated as unapproved unless approved for delay in full compliance under Ed 306.30.

(e) Implementation timelines shall be set forth in Table 306-4 below:
Table 306-4.

Section	Implementation Date
306.141 Basic Instructional Standards	July 1, 2015
306.261 Kindergarten-Grade 8 Curriculum	July 1, 2017
306.311 Arts Education Program	July 1, 2015
306.371 English / Language Arts and Reading Program	July 1, 2015
306.401 Health and Wellness Education Program	July 1, 2015
306.411 Physical Education Program	July 1, 2015
306.421 Information and Communication Technologies Program	July 1, 2015
306.431 Mathematics Program	July 1, 2015
306.451 Science Education Program	July 1, 2015
306.461 Social Studies Program	July 1, 2015
306.471 Technology / Pre-Engineering Education Program	July 1, 2015
306.481 World Languages Program	July 1, 2015

(f) One year prior to the expiration of a school's approval, the chairperson of the local school board and the superintendent of the respective district shall provide documentation of compliance with all applicable standards as follows:

(1) By October 1, the superintendent of schools shall electronically certify that the schools in the school administrative unit meet all requirements of Ed 306 through the online Education Statistics System (ESS) school approval checklist; and at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>

(2) All schools shall annually comply with Ed 306.07, School Facilities, through the online ESS in (1) above and Saf-C 6000, State Fire Code, through completion of a life safety inspection by the local fire department and inspection by the local health officer or other authority having jurisdiction as required by RSA 153:14.

(g) A school not meeting the requirements of (f)(2)above shall be designated as unapproved.

(h) If compliance with any other requirement of Ed 306 is in question, the school board chairperson and superintendent shall provide the commissioner with an alternative approval proposal as provided in Ed 306.29. If approved, the alternative approval proposal shall be made publicly available by the school district.

(i) The commissioner of education shall designate qualified professionals to visit schools to conduct school audits to verify the information and documentation submitted in (f) above, in conjunction with visits pursuant to RSA 193-E:3.

(j) Each year the commissioner shall provide a proposed approval designation, as identified in (b) above, for each public school and public academy with an expiring approval status.

(k) The commissioner shall notify in writing the chairperson of the local school board and the superintendent of each school's final approval designation.

(l) If local school officials consider the commissioner's proposed approval designation to be in error, the superintendent shall prepare written evidence to justify its modification.

(m) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.

(n) The commissioner shall review all requests for modification and notify, in writing, the chairperson of the local school board and the superintendent of his/her final approval designation as identified in (b).

(o) If a request for modification of a proposed approval designation has not been received within 30 days, it shall become the commissioner's final approval designation and the school shall be designated as approved, conditionally approved, or unapproved as identified in (b).

(p) Each year, the state board of education shall direct the commissioner of education to publish a list of all public schools and public academies by approval category. The term of approval for each school shall also be listed.

(q) If the commissioner has designated a school as unapproved, the chairperson of the local school board or designee may appeal the decision of the school's final approval designation and request a state board hearing. Said appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.

(r) It shall be the responsibility of the superintendent to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(s) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.

Ed 306.29 Alternative Approval.

(a) In order to meet the provisions of these rules and encourage innovation to achieve high standards for students, a local school board may request approval of an alternative method of compliance with the relevant rule or rules.

(b) To apply for alternative approval, the local school board shall submit a written request to the commissioner of education that includes:

- (1) The name(s) of school(s)/district;
- (2) The SAU number;
- (3) The contact person and telephone number;

- (4) The grades covered by the request;
- (5) The number of students affected;
- (6) Identification of the rule(s) for which the alternative plan is being submitted;
- (7) The local school board chairperson's signature;
- (8) A clear and concise written justification of the request; and
- (9) A plan which describes the alternative and consists of a statement of intent, method of implementation, evaluation procedures, timetable for development and implementation, and an explanation of how the alternative is consistent with the statement(s) of philosophy, goals, and objectives adopted pursuant to Ed 306.05.

(c) The commissioner shall grant approval of the alternative for that period of time consistent with the school(s) approval designation, issued pursuant to Ed 306.28, if the request meets the following criteria:

- (1) The information provided is thorough and complete;
- (2) The school district has demonstrated that it is able to implement the alternative; and
- (3) The alternative is educationally sound and is consistent with the intent of the rule(s).

(d) The commissioner shall notify the local school board chairperson and the superintendent in writing of the decision.

(e) If the commissioner denies the request, the chairperson of the local school board or designee may appeal the decision and request a state board hearing. The appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the decision and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.

(f) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.

Ed 306.30 Delay in Full Compliance.

(a) Notwithstanding any other provision of these rules and in accordance with the provisions of RSA 194:23-b, the state board of education shall approve, for a period of one year, a school, although it does not fully meet the requirements for an approved school, as established in these rules, if any of the conditions listed in (c)(1) – (5) below justify delay in full compliance.

(b) A request for delay in full compliance shall be submitted in writing by the chairperson of the local school board to the commissioner. Each request shall specify the standard(s) to be delayed

and provide written evidence to justify delay in full compliance, including the reason(s) for the request and a local plan and timetable for bringing the school/district into full compliance.

(c) Upon review of the request, the state board shall grant a delay in full compliance and approve the school for a period of one year if any of the following conditions exists at a level that has a significant and/or material impact:

- (1) Reduction in local tax base;
- (2) Closing of a major industry;
- (3) Sudden influx of school-age population;
- (4) Emergency beyond the control of the school district, such as a fire or natural disaster;
or
- (5) The district has made progress toward meeting the standards, but more time is required to implement the district's plan for corrective action.

(d) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.

(e) If the state board denies the request, the chairperson of the local school board or designee may request a reconsideration of the state board's decision. The reconsideration shall be filed in writing with the office of legislation and hearings within 20 days of receipt of the decision. The office of legislation and hearings shall schedule reconsideration in accordance with timelines and procedures established in Ed 213.

Ed 306.31 Arts Education Program.

(a) **This section shall apply until July 1, 2015.**

(b) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades K-12 provides:

- (1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:
 - a. Create, perform, and respond with understanding;
 - b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;
 - c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;
 - d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;

- e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;
 - f. Use technology as ways to create, perform, or respond in various arts disciplines; and
 - g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;
- (2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:
- a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;
 - b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;
 - c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;
 - d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;
 - e. Developing artistry and artistic skill sequentially over time;
 - f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;
 - g. Addressing opportunities available beyond the regular classroom; and
 - h. Embedding in the students global arts-related history and culture; and
- (3) Sound assessment practices as stated in Ed 306.24.

Ed 306.311 Arts Education Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a sequential and comprehensive arts education program be provided for each K-12 student in music and visual arts while developing supplemental, but not required, opportunities in dance, media arts, and theatre.

(b) Arts education programs in each school shall prepare artistically literate students who have the knowledge, skills and abilities to participate and be fluent in the arts, by including planned learning strategies and opportunities that:

- (1) Provide students with teaching and instructional practices that enable them to:
 - a. Imagine, experiment, and interpret ideas in diverse ways while creating works of art that emphasize meaning through personal expression;
 - b. Develop, build, and apply developmentally appropriate mastery in art-making skills and ideas using traditional technologies, new technologies, and an understanding of the unique characteristics and expressive features of individual arts disciplines, for example dance, media arts, music, theatre, and visual arts;
 - c. Recognize, articulate, and affirm that the making and study of the arts can be approached from a variety of perspectives;
 - d. Justify that the arts are a way to acknowledge and learn about the diversity of peoples, cultures, and ideas;
 - e. Connect the arts to mathematics, English language arts, science, social studies, and other content areas; and
 - f. Be prepared for college and career, and citizenship;
- (2) Provide students with knowledge and experience of the following arts principles including:
 - a. Communication;
 - b. Creative personal realization;
 - c. Culture, history, and connectors;
 - d. A means to wellbeing; and
 - e. Community engagement;
- (3) Provide students with specific knowledge and experience of the following cross-cutting artistic processes:
 - a. Creating;
 - b. Performing, presenting and producing;
 - c. Responding; and
 - d. Connecting; and
- (4) Provide students with developmentally appropriate learning progressions in the following core areas:
 - a. Music including:

1. Developing musical proficiency in vocal and instrumental music by appropriately and effectively using musical instruments, tools, and technology;
2. Decoding musical notation;
3. Applying domain specific language, forms and structures specific to making and analyzing music;
4. Applying various aesthetic response models to making and analyzing music; and
5. Relating historical, social, and contemporary contexts and connections to creating, performing, and analyzing music; and

b. Visual arts including:

1. Developing visual arts proficiency in at least one visual art form by appropriately and effectively using instruments, tools, and technology;
2. Applying domain specific language, forms and structures specific to the visual art-making process;
3. Applying of various aesthetic response models to making and analyzing works of art created by self and others; and
4. Relating historical, social, and contemporary contexts and connections to making and analyzing works of art;

(5) Provide students with developmentally appropriate learning progressions in the following supplemental areas:

a. Dance including:

1. Developing dance proficiency in at least one dance form by applying safe movement techniques and personal, creative expression;
2. Applying domain specific language, forms and structures specific to the process of making dances;
3. Applying various aesthetic response models to making and analyzing dance works created by self and others; and
4. Relating historical, social, and contemporary contexts and connections to making and analyzing dance;

b. Media arts including:

1. Developing proficiency in at least one media arts area by appropriately and effectively using tools and technologies for creating, producing, responding, and connecting in media arts;
2. Applying domain specific language, forms and structures specific to media arts;

3. Applying aesthetic response models to making and analyzing media arts works created by self and others; and
4. Relating historical, social, and contemporary contexts and connections to making and analyzing work in the media arts; and

c. Theatre including:

1. Developing theatre proficiency in at least one theatrical area for example acting, directing, technical, by safely and effectively using various theatre tools and technologies;
2. Applying domain specific language, forms and structures specific to theatre;
3. Applying various aesthetic response models to making and analyzing theatrical works created by self and others; and
4. Relating historical, social, and contemporary contexts and connections to making and analyzing theatrical works.

(c) Each district shall establish and provide a comprehensive, sequential k-12 music and visual arts education curriculum designed to meet the minimum standards for college and career readiness which provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(d) For arts education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance based upon evaluation criterion that is aligned to artistic processes, concepts, and skills;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project or performance evaluation rubrics used to determine levels of achievement of arts Education competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(f) For all arts education programs, schools shall report the academic performance of all students on a regular basis. The school shall provide the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.

(g) For all arts education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

(h) For the arts education programs in grade 9-12, schools shall provide arts courses per table Ed 306-1 comprising of 3 credits designated as follows:

(1) One and a half credits in music including:

a. One half credit in general music such as but not limited to music theory, composition, music and film, world percussion, guitar, and musical theatre;

b. One half credit in instrumental performance ensemble; and

c. One half credit in vocal performance ensemble;

(2) One and a half credits in visual arts including:

a. One half credit in general visual arts such as but not limited to fundamentals of art and fundamentals of design; and

b. One half credit in studio visual arts such as but not limited to drawing, painting, printmaking, ceramics, sculpture, multimedia, and folk art; and

(3) Additional credits may be offered in dance, theatre, or media arts.

Ed 306.32 Reserve

Ed 306.33 Business Education Program.

(a) Pursuant to Ed 306.27, the local school board shall require that a business education program provides:

(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;

(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;

(3) Opportunities for students to acquire fundamental business knowledge and skills in:

a. Business essentials;

b. Business technology applications; and

c. Personal finance; and

(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:

a. One credit in business essentials that will encompass career exploration in:

1. Overview of career clusters in business, marketing and finance;
2. Written and oral communication;
3. Mathematics and economics;
4. Legal and ethical behavior;
5. Safe and secure environmental controls;
6. Management of resources;
7. Employability and personal skills for success in the workplace;
8. Entrepreneurship;
9. Business practices including ethics and social responsibilities; and
10. Global economy;

b. One credit in business technology applications that shall encompass business technologies in:

1. Word processing applications;
2. Spreadsheet development;
3. Database management;
4. Presentations;
5. Electronic communications and internet services;
6. Graphics;
7. Desktop publishing including basic web design;
8. Interactive media;
9. Ethical issues; and
10. Careers in business using technology applications; and

c. One credit in personal finance that will encompass financial literacy in:

1. Personal financial decisions;
2. Rights and responsibilities of consumers;
3. Money management;
4. Understanding scholarships versus loans;
5. Borrowing and earning power;
6. Investing;
7. Financial services and insurance; and
8. Job application and interviewing.

(b) Each district shall establish and provide a comprehensive, sequentially designed, business education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(c) For business education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(d) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(e) For all business education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.34 Career and Technical Education Program.

(a) Pursuant to Ed 306.27, all high school career and technical education (CTE) programs shall be a partnership between the high school and the regional CTE center, established under RSA 188-E.

(b) An approved CTE program shall be one that:

- (1) Delivers multi-level career and technical education, as defined in Ed 306.02(b), in sequential fashion, based on program-specific competencies endorsed by CTE and business leaders;
- (2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;
- (3) Offer students a career pathway plan of study that establishes an educational progression from secondary through postsecondary, which culminates in a postsecondary educational degree or credential in the student's chosen career field or to a career in the student's identified field in a supportive capacity for students with disabilities whose IEP teams have determined that the student, even with accommodations and or modifications, is unable to meet licensure or certification requirements;
- (4) Implements third-party assessments as recognized and designated by the department;
- (5) Is in one of the following nationally recognized career cluster areas:
 - a. Agriculture, food, and natural resources;
 - b. Architecture and construction;
 - c. Arts, audiovisual technology, and communications;
 - d. Business, management, and administration;
 - e. Education and training;
 - f. Finance, including personal financial literacy;
 - g. Government and public administration;
 - h. Health science;
 - i. Hospitality and tourism;
 - j. Human services;
 - k. Information technology;
 - l. Law, public safety, and security;

- m. Manufacturing;
- n. Marketing, sales, and services;
- o. Science, technology, engineering, and mathematics including technology education; and
- p. Transportation, distribution, and logistics;

(6) Provides instruction that embeds:

- a. Program-related, competency-based academic knowledge;
- b. High employability skills and performance skills, including:
 - 1. Acting as a responsible and contributing citizen and employee;
 - 2. Applying appropriate academic and technical skills;
 - 3. Attending to personal and financial well-being;
 - 4. Communicating clearly, effectively and with reason;
 - 5. Considering the environmental, social and economic impacts of decisions;
 - 6. Demonstrating creativity and innovation;
 - 7. Employing valid and reliable research strategies;
 - 8. Utilizing critical thinking to make sense of problems and persevere in solving them;
 - 9. Modeling integrity, ethical leadership and effective management;
 - 10. Planning education and career path aligned to personal goals;
 - 11. Using technology to enhance productivity; and
 - 12. Working productively in teams while using cultural/global competence;
- c. Math, English language arts, and science consistent with RSA 193-C:3,III;

- d. Occupation-specific skills that provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace; and
 - e. Supportive capacity for students with disabilities whose IEP teams have determined that even with accommodations the student is unable to meet licensure or certification requirements;
- (7) Offers approved CTE programs in a safe environment for students that:
- a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;
 - b. Do not exceed 24 students in each laboratory class; and
 - c. Comply with all state and federal child labor laws;
- (8) Coordinates with postsecondary or apprenticeship programs, or both; and
- (9) Coordinates with business and industry based programs.
- (c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:
- (1) Business and industry, including, but not limited to:
 - a. Regional advisory committee participation;
 - b. Program advisory committee participation;
 - c. Core competency development and review;
 - d. National industry standards adherence; and
 - e. State industry economic initiatives and labor demands;
 - (2) Postsecondary institutions;
 - (3) Specific program area state governing boards, including, but not limited to, the:
 - a. State board of nursing;
 - b. State board of cosmetology;

- c. Mechanical licensing board previously known as the plumbing safety and licensing board;
 - d. New Hampshire electricians board;
 - e. State apprenticeship advisory council;
 - f. National automotive technicians education foundation;
 - g. Bureau of emergency medical services; and
 - h. NH fire standards and training commission;
- (4) State department of labor;
 - (5) U.S. office of vocational and adult education;
 - (6) U.S. office for civil rights; and
 - (7) Other such governing bodies as are identified by the department.

(d) Each regional CTE center shall establish and provide a comprehensive, sequentially designed curriculum, providing instruction that supports the achievement of the statewide CTE core competencies offered at that regional CTE center.

(e) For each CTE program within each regional CTE center, the center shall provide for the ongoing, authentic assessment of competencies aligned with the requirements of Ed 306.34(b)(2) using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(f) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally;
- (4) Project evaluation rubrics applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments; and
- (5) third-party technical assessments that are aligned with industry standards, as recognized and designated by the department.

(g) Each CTE center shall report the academic performance of each student on a regular basis as follows:

- (1) Distribute a summary of individual student performance to parents at least 3 times each year;
- (2) Provide an opportunity for parents to meet individually with their student's teachers about their student's performance at least once during the school year; and
- (3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.

(h) For the CTE programs at all regional CTE centers, centers shall demonstrate how school and student assessment data are used to evaluate, develop and improve curriculum, instruction and assessment.

Ed 306.35 Career Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a comprehensive career education program provides for the infusion of developmentally appropriate knowledge and skill development throughout all areas of the K-12 curriculum, in accordance with RSA 193-C:3,III.

(b) At all grade levels, this comprehensive career education program shall include opportunities for students to:

- (1) Develop self-knowledge, self-confidence, and self-awareness in defining and refining life and work roles; and
- (2) Become familiar with the skills and knowledge essential for making individual career and educational decisions.

(c) At the middle and high school level, this program shall include systematic instruction and activities designed to enable students to:

- (1) Develop basic knowledge, attitudes, and competencies that promote success on the job;
- (2) Collect and evaluate data related to current and emerging employment opportunities;
- (3) Use available resources in planning and decision making regarding educational and career objectives;
- (4) Understand the wide variety and interrelatedness of occupations; and
- (5) Develop career interests and an awareness of the training and skills required for success.

Ed 306.36 - RESERVED

Ed 306.37 English/Language Arts and Reading Program.**(a) This section shall apply until July 1, 2015.**

(b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:

- (1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;
- (2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;
- (3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;
- (4) An environment which promotes the importance of reading;
- (5) Opportunities for each child to become literate;
- (6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;
- (7) Support for teachers on interpreting test results;
- (8) Continuous monitoring of each student's progress from grade to grade;
- (9) Early intervention or remediation;
- (10) Instruction for teachers in reading in the content areas; and
- (11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.

(c) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:

- (1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;
- (2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and
- (3) Systematic instruction and activities designed to enable student to:

- a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;
- b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;
- c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;
- d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;
- e. Apply previously learned reading skills to content materials;
- f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;
- g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;
- h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and
- i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(d) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:

- (1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;
- (2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;
- (3) Courses totaling at least 6 credits in English which shall be distributed as follows:
 - a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes the development of the basic language skills of listening, speaking, reading, writing, and viewing; the acquisition of knowledge, and the understanding of literature and our literary heritage; and
 - b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and

- (4) Systematic instruction and activities designed to enable students to:
- a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;
 - b. Write and present speeches for a variety of purposes and audiences;
 - c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;
 - d. Use correctly the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;
 - e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;
 - f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;
 - g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;
 - h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;
 - i. Understand literary analysis through discussion and writing activities;
 - j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and
 - k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

Ed 306.371 English/Language Arts and Reading Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that an English language arts (ELA) education program be provided for each k-12 student.

(b) ELA programs in each school shall prepare literate students, by including planned learning strategies and opportunities that:

- (1) Provide students with teaching and instructional practices that:
 - a. Prepare students to comprehend and evaluate complex texts across a range of types and disciplines, and to construct effective arguments and convey intricate or multifaceted information;

- b. Establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance;
- c. Prepare students to adapt communication in relation to audience, task, purpose, and discipline;
- d. Establish students as engaged and open-minded, but discerning, readers and listeners;
- e. Prepare students to cite specific evidence when offering an oral or written interpretation of a text;
- f. Prepare students to understand other perspectives and cultures;
- g. Prepare students for college or career; and
- h. Prepare students to use technology and digital media strategically and capably;

(2) Provide students with knowledge and experience of the following ELA practices:

- a. Reading appropriately complex literary and informational text;
- b. Writing for a variety of tasks, purposes and audiences;
- c. Researching using 21st century learning skills and technology;
- d. Analyzing and interpreting key ideas and details in a wide range of texts;
- e. Using appropriate grammar and diction;
- f. Speaking and listening in both small and large groups for a variety of purposes;
- g. Engaging in argument from evidence; and
- h. Obtaining, evaluating, and communicating information;

(3) Provide students with knowledge and experience of the following ELA standards and skills in:

- a. Reading;
- b. Writing;
- c. Speaking and listening;
- d. Language; and
- e. Viewing visual media

(4) Provide students with appropriate learning progressions that provide knowledge and experience in the following areas:

- a. Reading and writing habits and workplace practices;
- b. Reading and making meaning at the word level;
- c. Reading literature and making meaning at the text level;
- d. Reading informational texts;
- e. Writing literary texts/communicating ideas and experiences;
- f. Writing to inform and communicating ideas through informative texts; and
- g. Writing persuasively/communicating opinions, critiques, & arguments.

(c) Each district shall establish and provide a comprehensive, sequentially designed, k-12 ELA curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(d) For ELA education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project evaluation rubrics used to evaluate ELA education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(f) For all ELA education programs, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.

(g) For all ELA education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.38 Family and Consumer Science Education Program.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require that a family and consumer science education program be provided in each middle school.

(b) The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:

(1) Students with teaching and instructional practice that:

- a. Prepare students for college, career and citizenship;
- b. Promote optimal nutrition education that supports district wellness policies;
- c. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments;
- d. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;
- e. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;
- f. Supports literacy in math, language arts and science; and
- g. Manage the challenges of living and working in a diverse global society;

(2) Experiences that support students' 21st century learning, including, but not limited to:

- a. Collecting, analyzing, organizing, and presenting information;
- b. Decision making and problem solving;
- c. Self-management;
- d. Communication and conflict resolution; and
- e. Technological literacy; and

(3) Experiences which develop students' knowledge and skills in:

- a. Managing foods and nutrition;
- b. Consumer financial literacy; and
- c. Human growth and development;

(c) The local school board shall require that a family and consumer science education program be provided in each high school.

(d) The program in each high school shall provide planned learning strategies and opportunities that:

(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings;

(2) Provide students with knowledge and experience in the following areas of:

- a. Foods and nutrition;
- b. Human growth and development;
- c. Consumer and resource management; and
- d. Textiles and design.

(e) Each district shall establish and provide a comprehensive, sequentially designed, family and consumer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3,III.

(f) For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(g) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) The use of real-life relevant tasks, laboratories, simulations, and community involvement;
- (4) Common assessments developed locally; and
- (5) Project evaluation rubrics used to evaluate family and consumer science competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(h) Family and consumer sciences programs shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 4 times per course; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.

(i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.39 School Counseling Program.

(a) The local school board shall require that each school in its district provides for the implementation of a comprehensive school counseling program based on this section and “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (ASCA) in 2012 as referenced in Appendix II as an integral part of the total educational program. The local school board shall require that each district develop and have on file a comprehensive K-12 School counseling program policy and implementation plan consistent with the components in this section and kept current biennially.

(b) The k-12 school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student’s development of work-study practices in academic development, career development, and personal/social development by means of the following components:

(1) A school counseling core curriculum based on the ASCA student competencies and local goals, designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes and skills appropriate to their developmental level, including prevention and intervention activities. The school counseling core curriculum shall be delivered throughout the school’s overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in k-12 classroom and group activities;

(2) Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready work-study practices;

(3) Responsive services to meet students’ immediate needs and concerns and counselor teaming in crisis response;

(4) School counseling program management including data-driven decision-making reflective of the school’s needs; and

(5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and referral of students for additional assistance.

(c) For the school counseling programs in grades k-12, the performance of the school counselor(s) shall be evaluated on knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate the implementation of a comprehensive school counseling program based on the ASCA national model.

(d) For the school counseling programs in grades k-12, schools shall demonstrate the effectiveness of the local comprehensive school counseling program through a summary report of student performance in achievement, attendance, and behavior to the local school board at least once a year.

(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.15(b).

Ed 306.40 Health Education Program.

(a) This section shall apply until July 1, 2015.

(b) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades K-12 provides:

- (1) Health education;
- (2) School health services;
- (3) Food and nutrition services;
- (4) A comprehensive guidance and counseling program;
- (5) Healthy school facilities; and
- (6) Family and community partnerships.

(c) The local school board shall require that each school health education program provides:

- (1) Systematic instruction in grades K-12, designed to enable students to:
 - a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas;
 - b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;
 - c. Demonstrate the ability to access valid health information and health-promoting products and services;
 - d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;
 - e. Analyze the effect of culture, media, technology, and other influences on health;
 - f. Demonstrate the ability to use interpersonal communications skills to enhance health;
 - g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and
 - h. Demonstrate the ability to advocate for personal, family, and community health;
- (2) A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:
 - a. Alcohol and other drug use prevention, in accordance with RSA 189:10;
 - b. Injury prevention;

- c. Nutrition;
- d. Physical activity;
- e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;
- f. Tobacco use prevention;
- g. Mental health;
- h. Personal and consumer health; and
- i. Community and environmental health; and

(3) Sound assessment practices in health education that:

- a. Match goals and objectives;
- b. Require evaluation and synthesis of knowledge and skills;
- c. Emphasize higher order thinking skills;
- d. Clearly indicate what the student is asked to do but not how to do it;
- e. Are at the appropriate reading level;
- f. Have criteria that are clear to students and teachers;
- g. Are engaging and relevant to students;
- h. Link to ongoing instruction;
- i. Provide feedback to students;
- j. Provide cost-effective benefits to students;
- k. Reflect real world situations; and
- l. Emphasize use of available knowledge and skills in relevant problem contexts.

Ed 306.401 Health and Wellness Education Program, July 1, 2015.

(a) In addition to Ed 306.26 and Ed 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a systematic, developmentally appropriate, sequential, and comprehensive health and wellness education program be provided for grade k-12 students and taught pursuant to RSA 189:10.

(b) The health and wellness education program in every school shall provide cohesive, planned, skills-based learning strategies at each grade level that enable students to successfully:

- (1) Comprehend concepts and demonstrate functional knowledge of enduring ideas, practices, and current issues related to health and wellness promotion and disease prevention, encompassed by key content and skills;
 - (2) Analyze the effect of family, peers, culture, media, technology, and other influences on healthy behaviors;
 - (3) Demonstrate accessing and using valid health information, including digital resources, reject unproven resources, and discern reliable health products and services;
 - (4) Demonstrate using a variety of interpersonal communications skills to enhance healthy relationships, convey health and wellness information, and avoid both conflict and health risk behavior;
 - (5) Practice and adopt personal social skills and behaviors that protect and promote health and wellness and reduce health risks;
 - (6) Practice and demonstrate calculating the material and ethical effects of decisions and decision making;
 - (7) Practice and demonstrate using goal setting skills effectively to achieve wellness;
 - (8) Demonstrate advocating for personal, family, school, and community health; and
 - (9) Practice and be prepared to make safe, appropriate, healthful behavioral choices during college and careers, using skills and competencies demonstrated in school to address novel and future health decisions.
- (c) The health and wellness education program shall provide students with learning progressions that actuate college and career readiness.
- (d) These cross cutting content areas and concepts integrate knowledge, critical thinking, problem solving, current developments, and robust experiences in the following core disciplinary areas, as identified in the national health education standards, across the following areas of health and wellness education:
- (1) Substance use and abuse including tobacco, alcohol, and drugs;
 - (2) Injury prevention, safety, first aid, and violence prevention;
 - (3) Healthful eating and nutrition concepts;
 - (4) Family life, healthy relationships, child abuse prevention;
 - (5) Developmentally appropriate abstinence, comprehensive sexuality education, HIV/AIDS and sexually transmitted diseases education;
 - (6) Behavioral health, social skills, emotional wellness, and suicide prevention;
 - (7) Personal and consumer health; and

(8) Community and environmental health.

(e) For all health and wellness programs schools shall provide for the ongoing, authentic assessment of student learning outcomes demonstrating competencies through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(f) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance based on evaluation criteria that is aligned to concepts skills and practices;
- (2) Competency-based or performance-based assessments;
- (3) Differentiated health and wellness content specific competencies when the standards are addressed in a non-health and wellness or multidisciplinary course;
- (4) Common assessments developed locally; and
- (5) Project evaluation rubrics, applied to integrated curriculum assignments extended learning opportunities, and out-of-school learning environments.

(g) Each district shall establish and provide a comprehensive, sequentially designed, k-12 health and wellness curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(h) For all the health and wellness programs schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year in each grade; and
- (2) The opportunity for parents to meet individually with the student's teachers about the student's performance at least once during each school year.

(i) For all the health and wellness programs schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.41 Physical Education Program.

(a) This section shall apply until July 1, 2015.

(b) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school physical education program for grades K-12 provides:

- (1) Physical education as provided in (b) below; and
- (2) Family and community partnerships.

(c) In the area of physical education, the local school board shall require that each school physical education program provides:

- (1) Systematic instruction in grades K-12, designed to enable students to:
 - a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;
 - b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;
 - c. Participate regularly in physical activity;
 - d. Achieve and maintain a health enhancing level of physical fitness;
 - e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and
 - f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;
- (2) A planned K-12 curriculum in physical education that will provide for:
 - a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;
 - b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;
 - c. Development of cognitive concepts about motor skills and fitness;
 - d. Opportunities to improve children's' emerging social and cooperative skills and to gain a multicultural perspective;
 - e. Promotion of regular amounts of appropriate physical activity now and throughout life; and
 - f. Utilization of technology in attaining instruction, curricular, and assessment goals; and
- (3) Sound assessment practices in physical education that:
 - a. Match goals and objectives;
 - b. Require evaluation and synthesis of knowledge and skills;
 - c. Emphasize higher-order thinking skills;
 - d. Clearly indicate what the student is asked to do;
 - e. Are at an appropriate skill level according to:
 1. State standards; and

2. The needs of the individual;
 - f. Have criteria that are clear to students and teacher;
 - g. Are engaging and relevant to students;
 - h. Link to ongoing instruction;
 - i. Provide feedback to students;
 - j. Provide cost-effective benefits to students;
 - k. Reflect real-world situations; and
 - l. Emphasize use of available knowledge and skills in relevant problem contexts.

Ed 306.411 Physical Education Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a sequential and comprehensive physical education program be provided for each K-12 student.

(b) Physical education programs in each school should prepare physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity, by including planned learning strategies and opportunities that:

- (1) Provide students with teaching and instructional practices that enable them to:
 - a. Learn the skills necessary to perform a variety of physical activities;
 - b. Know the implications of and the benefits from involvement in physical activities;
 - c. Participate regularly in physical activity;
 - d. Achieve and maintain physically fitness;
 - e. Value physical activity and its contributions to a healthful lifestyle;
 - f. Experience the integration of teaching aids and technologies in physical education to support learning;
 - g. Be prepared for college, career and citizenship; and
 - h. Connect physical education principles, practices and content to mathematics, English language arts, science, social studies, and other content areas;
- (2) Provide students with knowledge and experience of the following physical education practices and principles:
 - a. Demonstrating competency in a variety of motor skills and movement patterns;

- b. Demonstrating and applying knowledge of concepts, principles, strategies, and tactics related to movement and performance;
 - c. Demonstrating the knowledge and skills to achieve a health-enhancing level of physical activity and fitness;
 - d. Exhibiting responsible personal and social behavior that respects self and others; and
 - e. Recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction;
- (3) Provide students with specific knowledge and experience of the following cross-cutting physical education concepts, practices and principles:
- a. Motor skills and movement patterns;
 - b. Movement related strategies and tactics;
 - c. Physical activity and fitness;
 - d. Responsible personal social behavior; and
 - e. Value of physical activity; and
- (4) Provide students with developmentally appropriate learning progressions in the following core areas:
- a. Physical education at the lower elementary k-5 school level including:
 - 1. Fundamental motor skills; combinations of skills, small-sided practice tasks, dance, gymnastics;
 - 2. Basic movement concepts in dance, gymnastics, and small-sided practice tasks;
 - 3. Basic health-related fitness concepts;
 - 4. Personal and group social inclusivity in physical activities; and
 - 5. Benefits of physically active lifestyle;
 - b. Physical education at the upper elementary 6-8 school level including:
 - 1. Specialized skills for modified sports and small-sided games, introduction to individual performance activities, outdoor pursuits, fitness activities, and dance and rhythms;
 - 2. Tactics and performance concepts in physical activities;
 - 3. Health-related fitness concepts;
 - 4. Responsible interpersonal behavior while engaging in physical activities; and

5. Benefits of a physically active lifestyle; and

c. Physical education at the high school level 9-12 including:

1. Specialized skills for individual performance activities, outdoor pursuits, fitness activities, dance & rhythms, net/wall games, target games;
2. Movement concepts and principles that analyze and improve performance of self and/or others in a selected skill;
3. Planning and implementing a personal fitness program;
4. Key concepts associated with successful participation in physical activity;
5. Methods for utilizing problem-solving and communication skills while engaging in physical activity that incorporates responsible behavior; and
6. Designing and implementing a physical activity program that meets the need for self-expression, challenge, social interaction and enjoyment.

(c) Each district shall establish and provide a comprehensive, sequential k-12 physical education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(d) For physical education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance based upon evaluation criteria that is aligned to concepts, skills, and practices;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Psychomotor, cognitive, and affective evaluation rubrics used to determine levels of achievement of physical education competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(f) For all physical education programs, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.

(g) For all physical education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.42 Information and Communication Technologies Program.

(a) **This section shall apply until July 1, 2015.**

(b) The local school board shall require an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:

- a. Reading;
- b. Mathematics;
- c. English and language arts;
- d. Science;
- e. Social studies, including civics, government, economics, history, and geography;
- f. Arts; and
- g. World languages;

(3) Use 21st century tools to develop cognitive proficiency in:

- a. Literacy;
- b. Numeracy;
- c. Problem solving;
- d. Decision making; and
- e. Spatial / visual literacy;

(4) Use 21st century tools to develop technical proficiency at a foundation knowledge level in:

- a. Hardware;
- b. Software applications;

c. Networks; and

d. Elements of digital technology; and

(5) Create digital portfolios which:

a. Address the following components:

1. Basic operations and concepts;
2. Social, ethical, and human issues;
3. Technology productivity tools;
4. Technology communications tools;
5. Technology research tools; and
6. Technology problem solving and decision-making tools;

b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and

c. Include, at a minimum, such digital artifacts as:

1. Standardized tests;
2. Observation;
3. Student work; and
4. Comments describing a student's reflection on his/her work.

(c) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.

(d) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:

- (1) Use of common productivity and web based software;
- (2) Use of a variety of multimedia software and equipment;
- (3) Configuring computers and basic network configurations; and
- (4) Applying programming concepts used in software development.

Ed 306.421 Information and Communication Technologies Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, a comprehensive, developmentally appropriate, sequential information and communication technologies (ICT) literacy program be integrated throughout all areas of the k-12 curriculum.

(b) Each school shall provide planned learning strategies and opportunities for all students at each grade level to:

(1) Develop knowledge of developmentally appropriate use of digital tools and technologies through competencies that allow students to:

a. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology;

b. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others;

c. Apply digital tools to gather, evaluate, and use information;

d. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources;

e. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior; and

f. Demonstrate a sound understanding of technology concepts, systems, and operations;

(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create, information within all content areas of the New Hampshire college and career ready standards;

(3) Use digital tools to develop technical proficiency at a foundational knowledge level in:

a. Hardware;

b. Software and applications; and

c. Digital technologies; and

(4) Demonstrate ICT through:

a. An elementary and middle school, k-8, ICT literacy program that:

1. Integrates ICT literacy into the curricular and coursework in each grade level;

2. Utilizes student developed and maintained digital portfolios as a means for students to collect artifacts and reflections that demonstrate ICT; and
3. Uses a process and rubric for assessing student portfolios for competency in ICT literacy, as determined by (1) through (4), by the end of grade 8; and

b. A high school, 9 - 12 ICT literacy program that integrates ICT literacy, as determined by (1) - (4) above, into all curricular areas and provides students with opportunities to demonstrate graduation competencies in ICT literacy by either developing a digital portfolio or by completing a high school level course.

c. High school competencies including, but not be limited to:

1. Use of common productivity and web based software;
2. Use of a variety of multimedia software and equipment;
3. Configuring computers and basic network configurations; and
4. Applying programming concepts used in software development.

(c) Each district shall establish and provide a comprehensive, sequentially designed, K-12 ICT curriculum integrated into all content areas designed to meet the minimum standards for college and career readiness and that provides for continued growth as consistent with RSA 193-C:3,III.

(d) For ICT programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project evaluation rubrics used to evaluate levels of achievement of ICT competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(f) For all ICT programs, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance and view the content of the digital portfolio at least once during each school year.

(g) For all ICT programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.43 Mathematics Program.

(a) **This section shall apply until July 1, 2015.**

(b) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade provides:

- (1) Opportunities for all students to solve problems by:
 - a. Using multiple strategies;
 - b. Communicating mathematical ideas through speaking and writing; and
 - c. Making logical connections between different mathematical concepts;
- (2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;
- (3) Opportunities for authentic tasks that:
 - a. Promote student decision making and questioning;
 - b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;
- (4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;
- (5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;
- (6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and
- (7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(c) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each middle school grade provides:

- (1) Opportunities for all students to solve problems by:
 - a. Using multiple strategies;

- b. Reading and interpreting mathematics;
 - c. Communicating mathematical ideas through speaking and writing; and
 - d. Making connections within and among mathematical ideas and across disciplines;
- (2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;
- (3) Opportunities for authentic tasks that:
- a. Promote student decision making and questioning; and
 - b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;
- (4) Opportunities for all students to explore the historical and cultural development of mathematics;
- (5) Opportunities for all students to:
- a. Explore mathematically-related careers; and
 - b. Have direct interaction with the mathematics involved in various careers;
- (6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;
- (7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;
- (8) Sustained projects and labs that are designed to:
- a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and
 - b. Encourage students to solve problems that are meaningful and unique to their lives;
- (9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and
- (10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(d) Pursuant to Ed 306.27, the local school board shall require that a mathematics program in each high school provides:

- (1) Opportunities for all students to solve problems by:
 - a. Using multiple strategies;
 - b. Reading and interpreting mathematics;
 - c. Communicating mathematical ideas through speaking and writing; and
 - d. Making connections within and among mathematical ideas and across disciplines;
- (2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;
- (3) Opportunities for authentic tasks that:
 - a. Promote student decision making and questioning; and
 - b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;
- (4) Opportunities for all students to explore the historical and cultural development of mathematics;
- (5) Opportunities for all students to:
 - a. Research mathematically-related careers;
 - b. Have direct interaction with the mathematics involved in various careers; and
 - c. Research the mathematical requirements of various college majors;
- (6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;
- (7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;
- (8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;

(10) Courses totaling at least 6 credits in mathematics in courses that are sequential, integrated, or applied, or a combination of the 3, with at least one credit to be offered in each of the following areas:

- a. Introduction to high school mathematics and applications;
- b. Elementary algebra;
- c. Geometry;
- d. Intermediate algebra; and
- e. Advanced mathematics;

(11) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and

(12) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

Ed 306.431 Mathematics Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a mathematics program be provided for each K-12 student, and that each school provides planned learning strategies and opportunities to:

(1) Solve problems by:

- a. Using multiple strategies;
- b. Communicating mathematical ideas through speaking and writing;
- c. Reading and interpreting mathematics;
- d. Making logical connections between different mathematical concepts and representations; and
- e. Applying good reasoning in developing solutions and to affirm or disprove statements;

(2) Build and construct knowledge and understanding of mathematical concepts through:

- a. Developmentally appropriate activities that progress from the concrete to representational to the abstract level;

- b. Experiences with manipulatives and technology;
 - c. Interactions with other students and their environment; and
 - d. Sustained projects and labs incorporating multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interactions which encourage students to solve problems that are meaningful and unique to their lives at middle and high school levels;
- (3) Use authentic tasks that:
- a. Promote student decision making and questioning;
 - b. Encourage students to develop and defend unique problem-solving strategies and conjectures made and analyzed from patterns and data collected; and
 - c. Encourage the use of inductive reasoning, deductive reasoning at middle and high school levels, and proof at high school level;
- (4) Develop positive attitudes and habits of the mind such as curiosity, perseverance and multiple ways to approach and solve mathematical situations;
- (5) Explore the historical and cultural development of mathematics at middle and high school level;
- (6) Access a coherent curriculum focused on demonstration of basic mathematics operations, algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;
- (7) Enable students to assess advanced concepts of algebra, trigonometry, and calculus that will support students to successfully engage in STEM related learning and careers;
- (8) Access quality interactive instruction through the use of sustained activities designed to enable all students to demonstrate mathematical competencies using concepts and skills articulated; and
- (9) Access flexible courses that are sequential, integrated, or applied, or a combination of the 3 that provide students with the opportunity to participate in a mathematics course or mathematics related course in each of the years they attend high school. Such engagement may occur through integration of mathematical graduation competencies in courses focused on content areas other than mathematics as long as mathematics competencies are clear expectations of the course.
- (b) Each district shall establish and provide a comprehensive, sequentially designed, k-12 mathematics curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.
- (c) For mathematics programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(d) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project evaluation rubrics used to evaluate mathematics proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(e) For all mathematics programs, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.

(f) For all mathematics programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.44_RESERVED

Ed 306.45 Science Education Program.

(a) **This section shall apply until July 1, 2015.**

(b) Pursuant to Ed 306.26, the local school board shall require that a science education program in each school with the grades K-4 provides:

- (1) Planned activities designed to:
 - a. Develop students' critical thinking skills;
 - b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and
 - c. Develop an awareness of and involvement with the natural world;
- (2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and
- (3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:

- a. Explore, collect, handle, sort, and classify natural objects;
 - b. Use strategies to organize and identify the questions children ask from natural world observations;
 - c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;
 - d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;
 - e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and
 - f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.
- (c) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.
- (d) Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:
- (1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;
 - (2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected experiences in biology life science, physical science, and earth space science;
 - (3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and
 - (4) Systematic instruction, laboratory experiences and activities designed to enable students to:
 - a. Gather scientific data through laboratory and field work;
 - b. Employ safe practices and techniques in the laboratory and on field trips;
 - c. Apply scientific concepts and skills in solving real problems and in everyday situations;
 - d. Understand the impact of science and technology on daily life;
 - e. Be aware of science-related societal issues;
 - f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;

- g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;
 - h. Become familiar with science and technology related careers;
 - i. Engage in full and partial inquiries;
 - j. Use their understanding of background content and theories to guide their design of observations and investigations;
 - k. Shape and modify their background knowledge through experiments and observations;
 - l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and
 - m. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.
- (e) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.
- (f) Pursuant to Ed 306.27, the local school board shall require that a science program in each high school provides:
- (1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;
 - (2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;
 - (3) Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society;
 - (4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:
 - a. Physical science which shall include:
 - 1. Conservation of matter;
 - 2. Conservation of energy, matter and energy in nuclear phenomena;
 - 3. Newton's Laws involving the structure and interaction of matter and energy;
 - 4. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and

5. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe;

b. Biology which shall include:

1. Molecular and cellular biology;
2. Genetics;
3. Plant and animal diversity and the structure and function of plants and animals;
4. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals;
5. Population biology;
6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;
7. Ecology, and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and
8. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium;

c. Chemistry which shall include:

1. Structure of matter;
2. States of matter;
3. Chemical classification;
4. Introductory organic chemistry;
5. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and
6. Thermodynamics;

d. Physics which shall include:

1. Principles of mechanics;
2. Laws of conservation;

3. Basics of waves;
 4. Fundamentals of electricity and magnetism; and
 5. Atomic and nuclear physics;
- e. Earth space science which shall include the concepts that the earth:
1. Is a unique member of our solar system, located in a galaxy, within the universe;
 2. Is a complex planet with 5 interacting systems, namely:
 - (i) Solid earth or lithosphere;
 - (ii) Air or atmosphere;
 - (iii) Water or hydrosphere;
 - (iv) Ice or cryosphere; and
 - (v) Life or biosphere; and
 3. Contains a variety of renewable and nonrenewable resources; and
- f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and
- (5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:
- a. Know about the diversity of natural phenomena and the methods of studying and classifying them;
 - b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world;
 - c. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge;
 - d. Gather scientific data through laboratory and field work;
 - e. Construct tables and graphs from given data and interpret data presented in tables and graphs;
 - f. Draw conclusions and inferences from data;
 - g. Apply scientific concepts and skills in solving real problems and in everyday situations;

h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;

i. Appreciate the unifying concepts and principles within the natural sciences;

j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;

k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and

l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.

(g) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above and as many of the other non-course frameworks and concepts, including, but not limited to science as inquiry/science and technology and society/unifying themes, as are appropriate.

(h) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.

Ed 306.451 Science Education Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a science education program be provided for each k-12 student.

(b) Science programs in each school shall prepare both technologically and environmentally literate students, by including planned learning strategies and opportunities that:

(1) Provide students with teaching and instructional practices that:

a. Reflect on the interconnectedness of the nature and practice of science in the real world;

b. Perform science through the development of practices that are integrated with core ideas and crosscutting concepts;

c. Build science concepts coherently from k through 12;

d. Focus on deeper understanding of science content as well as application of that content;

e. Experience the integration of technologies in science;

f. Prepare students for college or career, and citizenship; and

g. Connect science to mathematics, language arts, and other content areas;

(2) Provide students with knowledge and experience of the following science practices, integrated with cross cutting science concepts and core disciplinary principles:

- a. Asking questions and defining problems;
- b. Developing and using models;
- c. Planning and carrying out investigations;
- d. Analyzing and interpreting data;
- e. Using mathematics and computational thinking;
- f. Constructing explanations and designing solutions;
- g. Engaging in argument from evidence; and
- h. Obtaining, evaluating, and communicating information;

(3) Provide students with knowledge and experience of the following cross cutting science concepts, integrated with science practices and core disciplinary principles which include the following:

- a. Patterns;
- b. Cause and effect with respect to mechanism and explanation;
- c. Scale, proportion, and quantity;
- d. Systems and system models;
- e. Energy and matter with respect to flows, cycles, and conservation;
- f. Structure and function; and
- g. Stability and change; and

(4) Provide students with appropriate learning progressions that provide knowledge and experience in the following core disciplinary areas, integrated with science practices and cross cutting science concepts including the following:

- a. Earth space science;
- b. Life science;
- c. Physical science; and
- d. Engineering and technology in the following areas.

(c) Each district shall establish and provide a comprehensive, sequentially designed, k-12 science education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(d) For science education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observations of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project evaluation rubrics used to evaluate science education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

(f) For all science education programs, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.

(g) For all science education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.46 Social Studies Program.

(a) **This section shall apply until July 1, 2015.**

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school provides:

- (1) Opportunities for students to:
 - a. Acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III; and
 - b. Become familiar with the skills of decision making, data gathering, and critical thinking;
- (2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
- (3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

- (4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(c) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III;
- (2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
- (3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and
- (4) Systematic instruction and activities designed to enable students to:
 - a. Acquire and use information to clarify issues and seek solutions to societal problems;
 - b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
 - c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
 - d. Become familiar with careers in history, the humanities, and the social sciences.

(d) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

- (1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;
- (2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;
- (3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
- (4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:
 - a. At least one credit in national and state history pursuant to RSA 189:11;
 - b. At least one credit in world history or global studies;

- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Ed 306.461 Social Studies Program, July 1, 2015.

(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a social studies education program be provided for each k-12 student in each school.

(b) The program shall prepare students both civically and historically literate, by including planned learning strategies and opportunities that:

(1) Provide students with teaching and instructional practices that:

- a. Support a foundation for citizenship by providing students with an understanding of the legacy of our republic and its enduring themes enriched by the study of the full human experience;
- b. Investigate social studies through the development of practices that are integrated with core ideas and crosscutting concepts;
- c. Build grade level appropriate social studies concepts from k-12;
- d. Focus on deeper understanding of social studies content as well as application of that content;
- e. Experience the integration of technologies into social studies;
- f. Prepare students for college or career, and citizenship; and
- g. Connect social studies to mathematics, language arts, science, and other content areas;

(2) Provide students with knowledge, vocabulary, and experience of the following social studies practices, integrated with crosscutting social studies concepts and core disciplinary principles:

- a. Differentiating past, present and future and change over time;

- b. Detecting cause and effect, distinguishing fact from opinion, recognizing biases;
 - c. Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information;
 - d. Creating and testing generalizations and theses;
 - e. Expressing clearly and concisely personal opinion supported by evidence;
 - f. Calculating the material and ethical effects of decisions and decision making; and
 - g. Solving individual and group problems;
- (3) Provide students with knowledge and experience of the following crosscutting social studies concepts, integrated with social studies practices and core disciplinary principles:
- a. Conflict and cooperation;
 - b. Civic ideals, practices, and engagement;
 - c. People, places and environment;
 - d. Material wants and needs;
 - e. Cultural development, interaction, and change;
 - f. Global transformation;
 - g. Science, technology, and society;
 - h. Individualism, equality, and authority;
 - i. Patterns of social and political interaction; and
 - j. Human expression and communication; and
- (4) Provide students with appropriate learning progressions that provide knowledge and experience in the following core disciplinary areas, integrated with social studies practices and crosscutting social studies concepts:
- a. Civics and government in the following areas:
 - 1. Nature and purpose of government;
 - 2. Structure and function of United States and New Hampshire government;
 - 3. The world and the United States' place in it; and
 - 4. Rights and responsibilities;

- b. Economics and personal finance in the following areas:
 - 1. Economics and the individual;
 - 2. Basic economic concepts;
 - 3. Cycles in the economy;
 - 4. Financial institutions and the government;
 - 5. International economics and trade; and
 - 6. Managing personal and family finance;
- c. Geography in the following areas:
 - 1. World in spatial terms;
 - 2. Places and regions;
 - 3. Physical systems;
 - 4. Human systems; and
 - 5. Environment and society;
- d. United States and New Hampshire history in the following areas:
 - 1. Political foundations and development;
 - 2. Contacts, exchanges and international relations;
 - 3. World views and value systems and their intellectual and artistic expressions;
 - 4. Economic systems and technology; and
 - 5. Social and cultural; and
- e. World history and contemporary issues in the following areas:
 - 1. Political foundations and development;
 - 2. Contacts, exchanges and international relations;
 - 3. World views and value systems and their intellectual and artistic expressions;
 - 4. Economic systems and technology; and
 - 5. Social and cultural.

(c) Each district shall establish and provide a comprehensive, sequential k-12 social studies education curriculum designed to meet the minimum standards for college and career readiness that ensures for continued growth in all content areas consistent with RSA 193-C:3, III; RSA 186:13; and RSA 189:11.

(d) For social studies education programs in grades K-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

- (1) Teacher observation of student performance;
- (2) Competency-based or performance based assessments;
- (3) Common assessments developed locally; and
- (4) Project evaluation rubrics used to evaluate social studies education proficiencies applied to integrated curriculum assignments, extended learning opportunities and out of school learning environments.

(f) For social studies education programs in grades 9-12, schools shall additionally provide courses comprising offerings in the following elective areas:

- (1) One half-credit of world history;
- (2) One half-credit of geography or global studies; and
- (3) One half credit of one of the following:
 - a. Sociology;
 - b. Anthropology;
 - c. Psychology; or
 - d. Philosophy;

(g) Competencies in personal finance shall be a mandatory component of the required economics course.

(h) For all social studies programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

Ed 306.47 Technology/Engineering Education Program.

(a) **This section shall apply until July 1, 2015.**

(b) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.

(c) The local school board shall require that a technology/engineering education program in each middle school provides:

- (1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;
- (2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:
 - a. Medical technologies;
 - b. Agricultural;
 - c. Biotechnologies;
 - d. Energy and power technologies;
 - e. Information and communications technologies;
 - f. Transportation technologies;
 - g. Manufacturing technologies;
 - h. Construction technologies; and
 - i. New and emerging technologies;
- (3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;
- (4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and
- (5) Systematic instruction and activities designed to enable students to:
 - a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;
 - b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;
 - c. Understand industry and technology, their systematic structures, and their place in our culture;

- d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;
- e. Learn leadership and group-process skills;
- f. Recognize and build upon individual talents and interests; and
- g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.

(d) The local school board shall require that a technology /engineering education program in each high school provides:

- (1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;
- (2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;
- (3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;
- (4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:
 - a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;
 - b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;
 - c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and
 - d. Engineering principles and design; and
- (5) Systematic instruction and activities designed to enable students to:
 - a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;
 - b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;
 - c. Develop skills in specific machine and tool operations;

- d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;
- e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;
- f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;
- g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and
- h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

Ed 306.471 Technology/Pre-engineering Education Program, July 1, 2015.

(a) Pursuant to Ed.306.26, the local school board shall require **no later than July 1, 2015**, conditioned on legislative approval, that a–technology/preengineering education program in each middle school provides:

- (1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;
- (2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:
 - a. Medical technologies;
 - b. Agricultural;
 - c. Biotechnologies;
 - d. Energy and power technologies;
 - e. Information and communications technologies;
 - f. Transportation technologies;
 - g. Manufacturing technologies;
 - h. Construction technologies; and
 - i. New and emerging technologies;
- (3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;
- (4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes

technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and

(5) Systematic instruction and activities designed to enable students to:

- a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;
- b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;
- c. Understand industry and technology, their systematic structures, and their place in our culture;
- d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;
- e. Learn leadership and group-process skills;
- f. Recognize and build upon individual talents and interests; and
- g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.

(b) Pursuant to Ed.306.27, the local school board shall require **no later than July 1, 2015** that a technology /pre-engineering education program in each high school provides:

- (1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;
- (2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;
- (3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;
- (4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:
 - a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;
 - b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;

c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and

d. Engineering principles and design; and

(5) Systematic instruction and activities designed to enable students to:

a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;

b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;

c. Develop skills in specific machine fabrication, process, and/or equipment;

d. Plan, design, develop, and/or produce methods and procedures to control, test and assess parts of a technological process;

e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;

f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;

g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and

h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

(c) Each district shall establish and provide a comprehensive, sequentially designed, technology/preengineering education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.

(d) For technology/pre-engineering education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(e) Examples of such assessment shall include, but not be limited to:

(1) Teacher observations of student performance;

(2) Competency-based or performance based assessments;

(3) Common assessments developed locally; and

- (4) Project evaluation rubrics used to evaluate technology/pre-engineering education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.

Ed 306.48 World Languages Program.

(a) This section shall apply until July 1, 2015.

(b) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.

(c) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school. If world language instruction is offered, the program shall be designed to provide:

- (1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;
- (2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;
- (3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and
- (4) Systematic instruction and activities designed to enable students to:
 - a. Gain basic linguistic knowledge in one or more second language(s);
 - b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;
 - c. Understand the contributions of other cultures and compare elements of those cultures with American culture;
 - d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;
 - e. Be aware of the concept of global interdependence; and
 - f. Become familiar with the relationship between second language skills and future career choices.

(d) Pursuant to Ed 306.27, the local school board shall require that a world language program in each high school provides:

- (1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;

- (2) Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and
- (3) Systematic instruction and activities designed to enable students to:
- a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;
 - b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;
 - c. Appreciate one's own cultural heritage;
 - d. Plan education and career development in areas related to world languages; and
 - e. Develop career and technical interests and activities associated with the study and use of world languages.
- (e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.
- (f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement.

Ed 306.481 World Languages Program, July 1, 2015.

(a) Pursuant to Ed 306.27, and in schools where world language programs are provided, **no later than July 1, 2015**, conditioned on legislative approval, the program shall include planned activities designed to:

- (1) Gain proficiency in a second language through reading, writing, listening and speaking in a second language;
- (2) Increase cultural understanding of countries where the language is spoken;
- (3) Appreciate American culture by comparing it with the culture and contributions of countries where the second language is spoken;
- (4) Prepare students to compete in the global economy;
- (5) Complement other program areas, such as music, art, and social studies, through use of the language;
- (6) Increase English literacy by making connections between languages;
- (7) Model the second language; and

- (8) Enable students to achieve positive outcomes through interactive and differentiated learning opportunities.
- (b) Where world language programs are provided, they shall be aligned with the minimum standards for college and career readiness.
- (c) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3,III.
- (d) Where world language programs are offered in grades 7-12, schools shall provide for the following:
- (1) A classroom setting, complete with staff deemed to be fully certified or highly qualified in the language, that will enable students to demonstrate achievement of graduation competencies pursuant to Table 306-1;
 - (2) For grades 9-12, classroom settings and HQT or certified staff in a minimum of 2 world languages with a minimum of 3 levels provided in one language and 2 levels in another;
 - (3) The language provided may include American sign language;
 - (4) The ongoing assessment of learning outcomes through the use of local assessments that are aligned with the state and district content and performance standards; and
 - (5) The authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.
- (e) Examples of such assessment shall include, but not be limited to:
- (1) Teacher observations of student performance;
 - (2) Competency-based or performance-based assessments;
 - (3) Common assessments developed locally; and
 - (4) Project evaluation rubrics used to evaluate world language proficiencies applied to integrated curriculum assignments, extended learning opportunities and out of school learning environments.
- (f) All world language programs shall report the academic performance of all students on a regular basis by providing the following:
- (1) A summary of individual student performance to parents at least 3 times each year; and

(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.

(g) All world language programs shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

APPENDIX I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.01(a), (b)	RSA 189:25
Ed 306.01(c)	RSA 194:23
Ed 306.02(a)-(d)	RSA 186:8,I
Ed 306.02(e)	RSA 189:25
Ed 306.02(f)	RSA 21-N:2,I
Ed 306.02(g)	RSA 189:39
Ed 306.02(h)	RSA 189:1-a; 189:25; 194:23
Ed 306.02(i)	RSA 186:8,I
Ed 306.02 (j)	RSA 189:1
Ed 306.02 (k)	RSA 193-C:3
Ed 306.02 (l)-(n)	7 CFR Chapter II A, 42 USC §1751
Ed 306.02 (o)	RSA 186:8,I
Ed 306.02 (p)	7 CFR Chapter II A, 42 USC §1751
Ed 306.02(q)	RSA 193-H:1
Ed 306.03	RSA 186:11, XIX
Ed 306.04	RSA 186:5
Specific provisions of Ed 306.04 implementing specific statutes are listed below	
Ed 306.04(a)(1), (c)	RSA 193:1, I
Ed 306.04(a)(2),(8),(9); (d), (e)	RSA 193-F:3
Ed 306.04(a)(4), (h)	RSA 189:27-b; 189:29-a
Ed 306.04(a)(6), (j)	RSA 186-C:9
Ed 306.04(a)(7)	RSA 631:7
Ed 306.04(a)(8)	RSA 193-F
Ed 306.04(a)(10)	RSA 169-C:29
Ed 306.04(a)(11)-(14)	RSA 189:1-a; 189:25; 194:23
Ed 306.04(a)(13)	RSA 193:1(h)
Ed 306.04(a)(15), (l)	RSA 186:13, IV; 193-E:2, VI
Ed 306.04(a)(16), (f), (g)	RSA 193:13
Ed 306.04(a)(18)-(21)	7 CFR Chapter II A, 42 USC §1751
Ed 306.04(a)(22)	RSA 200:48
Ed 306.04(a)(23)-(24)	RSA 193-C:3, I(a)
Ed 306.04(i)	RSA 186:13, I
Ed 306.05	RSA 186:5
Ed 306.06	RSA 186:5
Ed 306.07	RSA 155-A; 189:24
Specific provisions of Ed 306.07 implementing specific statutes are listed below	
Ed 306.07 intro & (a)(4)	RSA 200:48
Ed 306.07(a)(1), (b)(3)	RSA 199:23-:24
Ed 306.07(b)	RSA 155-A; RSA 189:24; and RSA 153:14
Ed 306.08	RSA 189:24
Ed 306.09	RSA 189:24

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.10	RSA 189:27-b; 189:29-a
Ed 306.11	RSA 186:13; 189:11-a, I-II
Ed 306.12	RSA 189:24; RSA 200:26-41; 20 U.S.C. § 1232g; 29 U.S.C. § 794
Ed 306.13 (Repeal)	RSA 186:5
Ed 306.14	RSA 186:5; 189:1-a; RSA 193-C:3, I(a)
Ed 306.15	RSA 186:5; 189:24
Specific provisions of Ed 306.15 implementing specific statutes are listed below	
Ed 306.15(a)(2)	20 U.S.C. § 6623
Ed 306.15(a)(3)-(5)	RSA 193-C:3, I(a)
Ed 306.15(f)	RSA 21-N:6, IV
Ed 306.15(g)	RSA 186:5; 189:24
Ed 306.16	RSA 21-N:6, IV
Ed 306.17	RSA 186:5
Ed 306.18- 306.19	RSA 189:1; 189:24;
Ed 306.20	RSA 188-E:5
Ed 306.21	RSA 193-C:3, I(a)
Ed 306.22	RSA 186:5
Specific provisions of Ed 306.22 implementing specific statutes are listed below	
Ed 306.22(d)(4)	RSA 193-C:3, I(a)
Specific provisions of Ed 306.23 implementing specific statutes are listed below	
Ed 306.23(a)	RSA 193-E:3; 193-H:2
Ed 306.23(b)	RSA 189:28; 193-E:3, I
Ed 306.23(c)	RSA 193-H:4
Ed 306.23(d)	RSA 186:5 and or RSA 193-C:3
Ed 306.24	RSA 193-C:3
Ed 306.25 (renumbered from Ed 306.44)	RSA 189:49, IV
Ed 306.26	RSA 189:1-a; 189:25
Specific provisions of Ed 306.26 implementing specific statutes are listed below	
Ed 306.26(c)	RSA 189:20
Ed 306.27	RSA 189:1-a; 194:23
Specific provisions of Ed 306.27 implementing specific statutes are listed below	
Ed 306.27(d)&(k)	RSA 189:1-a; 194:23
Ed 306.27(g)(6)-(9)	RSA 189:11; 193-E:2
Ed 306.27(l)	RSA 193:1(f)
Ed 306.27(i), (o)	RSA 189:11; 193-E:2
Ed 306.27(l)	RSA 193:1(f)
Ed 306.27(n)	RSA 186-C:9; 189:1-a
Ed 306.28	RSA 21-N:6, V; 186:8, I; 194:23
Ed 306.29	RSA 21-N:6, V; 194:24
Ed 306.30 (Repeal)	RSA 194:23-c
Ed 306.31	RSA 193-C:3,I(a)
Ed 306.32	RSA 188-E:18, I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.33	RSA 186:5
Ed 306.34	RSA 188-E:5
Ed 306.35	RSA 186:5
Ed 306.36 (Reserved)	
Ed 306.37	RSA 193-C:3, I(a)
Ed 306.38	RSA 189:25; 194:23
Ed 306.39	RSA 186:5
Ed 306.40	RSA 189:10; 13, IV; 189:11-a, III;
Ed 306.41	RSA 193-C:3, I(a)
Ed 306.42	RSA 193-C:3, I(a)
Ed 306.43	RSA 193-C:3, I(a)
Ed 306.44 (Reserved)	RSA 189:49, IV
Ed 306.45	RSA 193-C:3, I(a)3
Ed 306.46	RSA 189:11;
Ed 306.47	RSA 188-E:14,I
Ed 306.48	RSA 189:20; 194:23

Appendix II

Rule	Title	Obtain at
Ed 306.08(a)(2)a.	Anglo-American Cataloguing Rules Second Edition (AACR2)2005 update	Go to www.alastore.ala.org/detail.aspx?ID=2264 to Cost \$95.00
Ed 306. 25(b)	The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010.	Go to www.nasponline.org/standards available online on right of page in pdf file. National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814 Phone: (301) 657-0270 Toll Free: (866) 331-NASP
Ed 306.25(c)(10)	NASP Principles of Professional Ethics (2010)	Go to www.nasponline.org/standards/ethics available online on bottom of page in pdf file. National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814 Phone: (301) 657-0270 Toll Free: (866) 331-NASP
Ed 306.39(a)	The ASCA National Model: A Foundation for School Counseling Program 2012 published by the American School Counselor Association (ASCA)	http://schoolcounselor.org/ then select “Pubs, Periodicals & Podcasts”, then select “ASCA Bookstore” ASCA, 1101 King Street, Suite 625, Alexandria VA 22314, Phone (703) 683-2722 Cost \$44.95 to order item # 289325, ISBN 978-1-929289-32-5